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ABSTRACT

Designed to implement multiethnic awareness, this guide helps teachers develop a curriculum that will assist students in understanding the benefits of cultural diversity; appreciate ethnic contributions to the nation; develop respect and tolerance for differences in race, sex, and national origins; and increase the teachers' own appreciation of this diversity. Section 1 covers basic information on ethnicity, including definitions, characteristics that identify an ethnic group and hold it together, money used in different countries around the world, and immigration. A larger portion of the guide focuses on language, containing grammatical features of Black English, aspects of both Spanish and Chinese that cause problems for students learning English, and symbols used in all languages. Section 2 contains lesson plans on each of 20 different United States ethnic groups, including activities for all grade levels, representative literature, and listings of outstanding members of each minority group. Several types of indexes complete the guide, such as free and inexpensive materials, audio-visual materials, suggested literature, and a bibliography. (CBC)

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Overview

The world is my country. All mankind are my brethren.

- Thomas Paine

If our brothers are oppressed, then we are oppressed. If they hunger, we hunger. If their freedom is taken away, our freedom is not secure.

- Stephen Vincent Benet

For many centuries people have been leaving their native lands all over the world and have travelled to the United States of America to make this country their home. When they come they bring with them their customs, religions, languages, music, ceremonies, art and their philosophies about life and the world. Some people believed that these immigrants should or would, before long, adopt the mores of their new country and forget those of their home land which were not as good. Habits and traditions of their "country" were ridiculed. The cliche "when in Rome, do as the Romans do" became an implied mandate rather than a suggestion for facilitating adjustments for efficient interrelationships.

This assimilation ideology became widespread around the beginning of the century, and during World War. For many years people referred to America as "the great Melting Pot." The Melting Pot was the name of a play written by Isreal Zangwill in 1908. The play expressed the idea and hope that all immigrants would lose their identity as they blend completely into the American culture. In the play, Zangwill expresses the assimilationist ideology this way:

> "America is God's Crucible, the great Melting Pot where all races of Europe are melting and reforming! Here you stand, good folk, I think, when I see them at Elis Island, here you stand in your fifty groups with your fifty languages and histories, and your fifty hatreds and rivalries, but you won't be long like that, brothers, for these are the fires of God. A fig for your feuds and vendettas. Germans and Frenchmen, Irishmen and Englishmen, Jews and Russians--into the Crucible with you all! God is making the American...The real American has not yet arrived. He is only in the crucible, I tell you--he will be the fusion of all races, the coming superman."

The school - the educational system - like other facets of the society, adopted the Melting Pot ideology and established as one of its major goals, eliminating ethnic differences and forcing ethnic groups to acquire American values and behaviors. Ellwood Patterson Cubberley, a famous educational leader in 1909, stated that a major goal of schools was to"...to break up these groups...to assimilate and amalgamate these people as part of the American race and to implant in their children as much as can be done, the Anglo Saxon conception of righteousness, law and order, ...and to awaken in them a reverence for...those things in our national life which we as a people hold to be of abiding worth."[1]

---

[1]Ellwood P. Cubberley, Changing Concepts of Education. (Boston: Houghton Mifflin, 1909), pp. 15-16.

This goal has never been achieved because the melting pot theory was based on questionable assumptions that cultural differences mean cultural difficiences. Today people are beginning to view cultural diversity as a strength, not as a weakness. There is now greater emphasis on equality for all Americans regardless of their race, sex, national origin or language. Federal legislation now mandates equal educational opportunity for all.

Because the school is one of the most important avenues through which the values and philosophies of the society are taught, people of all ethnic backgrounds and at all levels of education have a responsibility and an opportunity to help students to develop greater awareness of the multicultural/multiethnic nature of the population of the United States. Teachers need to work actively in the classrooms to dispel stereotypic negative ideas that students have acquired concerning people who differ from themselves. To do this effectively, teachers themselves must demonstrate sensitivity and awareness by their language that is free from sexist or racist overtones, by the selection of non-stereotyped materials, as well as materials which will heighten multicultural awareness, and by treating all students with equal respect.

Prejudice, hatred and discrimination are based on ignorance about other people's, cultures, behaviors, and language as well as lack of a clear understanding of ones own cultural background. Knowledge is one of the most powerful antidotes for counteracting ignorance. Because of the important role that the school plays in the society , children can develop cultural sensitivity and appreciation for cultural and ethnic differences through multicultural/multiethnic education. Such an education would enable them to interact with one another in a more cooperative spirit, and also help them to see similarities and differences in a more intelligent light. For as Adlai Stevenson put it:

> "A man bleeds, suffers, despairs not as an American, or a Russian or a Chinese, but in his innermost being as a member of a single human race."

THE PROBLEM

The United States of America has been for many years a polycultural society with monocultural norms. Different ethnic groups have been expected to lose their ethnic identity and become assimilated in the American culture. As a result, ethnic differences were perceived as inferiority. Despite expectations, however, ethnicity has not disappeared and today equity and respect for all ethnic groups in the society have become a realistic concern of the government as well as educators. The school as an institution, must therefore, be one of the important avenues through which multicultural/multiethnic awareness is transmitted to the society.

The purpose of this guide is to assist teachers through the implementation of strategies outlined in developing curricular which will help students to:

1. Understand the benefits which can be gained from cultural and ethnic diversity.
2. Become aware of, and appreciate the ways in which the contributions of each group has enriched the nation.
3. Develop respect and tolerance for differences in race, sex and national origins.
4. Increase their own awareness and help to enlighten others.

QUESTIONS TO BE ADDRESSED

1. What are some of the difficulties encountered by different ethnic and cultural groups as citizens in a democratic society?
2. What benefits can be achieved from multicultural groups?
3. What contributions have been made by different ethnic groups in the development of our American society?
4. How can teachers help students to develop awareness and appreciation for ethnic diversity?

ORGANIZATION OF THE GUIDE

The guide is divided into two sections. Section I deals with general information dealing with different aspects of multiculture. Section II provides suggested lessons for each ethnic group listed.

ETHNIC GROUPS

Black/Afro	German	Jewish	Puerto Rican
Chinese	Greek	Korean	Russian
Cuban	Irish	Mexican	Vietnamese
Filipino	Italian	Native Americans	West Indian
French (Haitian)	Japanese	Polish	

ASSUMPTION OF THE MULTIETHNIC/MULTICULTURAL GUIDE

Any conclusions drawn from this Multiethnic/Multicultural Guide must be based on one major assumption: this guide is to assist students in developing a broader awareness, understanding of, and appreciation for, the many ethnic and cultural groups in the United States.

JUSTIFICATION OF THE MULTIETHNIC/MULTICULTURAL GUIDE

The guide provides teachers with a resource for obtaining and transferring valuable multiethnic/multicultural information to students, thereby enabling them to understand and appreciate values, attitudes, customs, and behaviors of people of various ethnic and cultural identities. It is hoped also that this guide will stimulate teachers to do further research in this area and also encourage students to do so.

IMPORTANCE OF THE MULTIETHNIC/MULTICULTURAL GUIDE

Most of the ethnic and cultural groups in the United States either have been omitted completely from the majority of the instructional materials previously used in classrooms or are only briefly mentioned in contemporary instructional materials. As a result, many students may complete much of their formal education before they become aware that various groups of people exist in the United States. Therefore, students have little or no knowledge, or understanding of the important historical and/or cultural contributions made by these ethnic and cultural groups the development of America.

LIMITATION OF THE MULTIETHNIC/MULTICULTURAL GUIDE

The guide is limited to the extent that some of the multiethnic/multicultural groups are not covered as extensively as are others because of the insufficient amount of available materials. Teachers are encouraged to do further research as well as develop activities and strategies to help students to do additional research. This limitation need not be a set back.

DEFINITIONS OF TERMS

1. Acculturation: The exchange of cultural elements among different ethnic groups.

2. Assimilation: "Cultural assimilation occurs when one ethnic group attains the values and behavior patterns of another ethnic group (usually the ethnic minority group attains the cultural characteristics of the dominant group), structional assimilation occurs when one ethnic group participates in the primary groups, such as private clubs and social cliques of another ethnic group."[2]

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[2]Milton M. Gordon, Assimilation in American Life. (New York: Oxford University Press, 1964), pp. 52-53.

3. Culture:

"The traditions, values and mores of a specific groups, many of which have a long history." - Frank Riessman

"...the behavior patterns, values, beliefs, symbols, and other people-made elements structured to solve the problems of survival." - James A. Banks.

4. Contributions: The act of giving or sharing in a joint effort.

5. Cultural Pluralism: The multiplicity and variety of cultural groups in a given society.

6. Race: A family tribe, people or nation belonging to the same stock, "a class or kind of individuals with common characteristics, interests or habits."

7. Customs: A complex mode of socially established behavior not due to biological inheritance, which is enforced by social disapproval of its violation.

8. Heritage: The aggregate or complex of customs, ideas, ways of usages, organizations, institutions, and instruments that serve as the basis for the culture of a group and is passed on and perpetuated, with some modification, from generation to generation.

9. Ethnic Groups: "Groups whose members share a unique social and cultural heritage passed on from one generation to the next. (Ethnic groups are frequently identified by distinctive patterns of family life, language, recreation, religion, and other customs which cause them to be differentiated from others.)"[1]

10. "Multicultural education is preparation for the social, political and economic realities that individuals experience in culturally diverse and complex human encounters . . . on intervention and an ongoing assessment process to help institutions and individuals become more responsive to the human conditions, individual cultural integrity, and cultural pluralism in society."[2]

THINGS THAT IDENTIFY AN ETHNIC GROUP AND HOLD IT TOGETHER

1. Through observation of an ethnic community or neighborhood one may identify an ethnic group. For example, the Pennsylvania Dutch community,

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[1]Peter I. Rose, They and We: Racial and Ethnic Relations in the United States. (New York: Random House, 1064), p. 11.

[2]Standard for the Accreditation of Teacher Education. (Washington, D. C.: National Council for Accreditation of Teacher Education, 1977), p. 4.

Chinatowns, Moshpee in Massachusetts (Indian Community) are all ethnic communities.

2. Language
3. Clothing
4. Religion
5. Arts and Crafts
6. Music
7. Dance
8. Food
9. Festivals and Holidays
10. Schools
11. Occupations
12. Sports
13. Politics
14. Family Structure
15. Ceremonies (funerals, marriages, child birth)
16. Parenting

WHY DOES AN ETHNIC GROUP MAINTAIN ITS CUSTOMS?

An ethnic group may maintain its customs because of (1) preference, (2) deliberate isolation, or (3) as a result of hostile feelings such as racism, bias, or prejudice, from other groups of people.

WHAT USUALLY HAPPENS TO ETHNIC GROUPS?

They usually become acculturated, that is they learn the language, manners, style and customs of the dominant group and can use them whenever they want to. They may also become assimilated--that is they associate with outsiders to the extent of forming close friendships or even family groups (this sometimes results in a loss of identity as an ethnic group). They may adopt some of the behaviors of the host country but retain their distinctive culture.

SUGGESTED ACTIVITIES THAT MAY BE INCLUDED IN THE STUDY OF EACH ETHNIC GROUP

1. While studying a particular ethnic group, let students begin to collect articles from magazines and newspapers that deal with the group. Suggest different types of articles they might look for such as news items, stories about local or national events. Students may also be encouraged to write to, or visit travel agencies or tourist boards for articles, brochures, posters, and maps. Students should be given enough time to collect these articles, etc., then they may share them with the class by discussing and displaying them on the bulletin board. Students may also discuss the attitudes that are reflected by a particular group in the articles, etc.

2. Students may collect pictures, books, records, poems, and plays that deal with a particular ethnic group.

3. Students may keep a multicultural/multiethnic notebook or log which could be based on a theme (e.g., money around the world, Christmas around the world, holidays around the world) or on several themes.

4. Teachers may have students develop a class book concerning one ethnic group or several groups.

5. Class may develop a pen-pal pool.

6. Class may make maps showing the origin of each group, or tracing the journey of each group to the United States.

7. Students may research and construct maps indicating where the heaviest concentration of each ethnic group is to be found in the United States.

8. Students may work with teachers to develop a multicultural calendar as a unit of study. The following things may be included in the calendar:

    a. national and religious holidays.

    b. independence Day of countries around the world.

    c. significant events relating to specific ethnic groups.

    d. date when a particular group arrived in the United States.

    e. birth dates and death dates of outstanding Americans from major ethnic groups.

    f. important legislation which affected particular ethnic groups.

Students may develop a collage, or display a map featuring the country from which that particular group came; write famous quotations from outstanding leaders of ethnic groups and share these with classmates. The information presented for each month can be drawn from a variety of

sources. It may not be possible to do an exhaustive compilation of events and dates of all, or even many, ethnic groups because of limited time and the unavailability of information on some ethnic groups. However, the calendar can be an invaluable aid in developing cultural awareness and appreciation.

9. Students may learn Christmas carols in one or two languages.

MONEY AROUND THE WORLD

Teachers may develop "task card(s)" for intermediate to upper-grade students that focus on the money used in different countries around the world. (This activity may be adapted for the primary grades.)

Money From Other Countries

Country	Currency	Worth In U. S. Dollars*
Argentina	Peso	.0337
Australia	Dollar	.9632
Austria	Schilling	.0548
Belgium	Franc	.0182
Britain	Pound	1.46
Canada	Dollar	.7858
Chile	Peso	.0112
China**	Renminbi	.49
Colombia	Peso	.0106
Cuba	Peso	1.15
Denmark	Krone	.1055
Ecuador	Sucre	.0113
France	Franc	.1253
Greece	Drachma	.0097
Haiti	Gourde	.2000
Holland	Guilder	.3424
Hong Kong	Dollar	.1280
Israel	Pound	.0069
Italy	Lira	.00621
Japan	Yen	.00446
Korea	Won	.00125
Mexico	Peso	.00606
Nigeria	Naira	1.42
Norway	Krone	.1334
Peru	Sol	.000398
Phillippine Islands	Piso	.0714
Portugal	Escudo	.00764
South Africa	Rand	.8262
Spain	Peseta	.00669
Sweden	Krone	.1294
Switzerland	Franc	.4672
Uruguay	Peso	.0215
Venezuela	Bolivar	.0763
Viet Nam	Dong	.1000
West Germany	Deutschmark	.3866
West Indies		
Jamaica	Dollar	.3150
Trinadad & Tobago	Dollar	.4150

*Rates as of March 15, 1984.
**People's Republic

Activities

1. Student may be encouraged to do research on the value of various currencies with reference to the U. S. dollar.

2. Students may use the newspaper, Wall Street Journal or write to the bank to obtain information.

3. A coin collector may be invited to show coins from different countries.

4. Students may observe and discuss the symbols on the coins from each country. They may also try to discover, through research or interview, what the symbols represent.

5. One task card may contain the following:

    a. Pretend that you are travelling through several countries, e.g., Norway, Japan, France, West Germany. As you enter each country you exchange $40.00 (U. S.) for the currency of each country? How many of each currency would you get?

    b. In what country is the lira used? How much is it worth compared to the U. S. dollar?

    c. Do other countries use dollars besides the United States? Which countries do? Are these "dollars" worth the same as the U. S. dollar?

    d. Which countries use the pound?

    e. What other things do these countries have in common?

    f. How much is the pound worth compared to the U. S. dollar?

6. Have the students find information about what determines the value of a currency and also what makes the values of coins go up or down.

IMMIGRATION

It is necessary that students obtain a general understanding of the concept of "immigration" since this concept recurs repeatedly in this guide.

Explain to students using a large primary grade map that present Americans came from many different lands including Asia, Europe, Africa, Australia, the West Indies and other areas. Discuss the concept of immigration. To help younger children understand, read to them the story about "The Wong Family" (found in Teaching Strategies for Ethnic Studies by James A. Banks, p. 352-354). Older students may use encyclopedia to obtain information about "immigration." They could also write to the U. S. Immigration Service for additional information such as regulations and procedures. Where and when possible immigration officials could be invited to talk to students.

The following books deal with immigration:

Mexican Immigration to the United States: A Study of Human Migration and Adjustment. Chicago: University of Chicago Press, 1930.

The Life Story of the Mexican Immigrant. New York: Dover Publications, 1971.

Divine, Robert. American Immigration Policy 1924-1952. New Haven: Yale University Press, 1957.

Miller, Stuart Creighton. The Unwelcome Immigrant: The American Image of the Chinese, 1785-1882. Berkeley: University of California Press, 1969.

Holland, Ruth. The Oriental Immigrants in America. New York: Grosset and Dunlap, 1969.

Fleming, Thomas J. The Golden Door: The Story of American Immigration. New York: Grosset and Dunlap, 1970. pp. 1-87.

FOCUSING ON LANGUAGE

> "Language is a tool of man--essentially a tool that he uses in his thinking, in his communicative acts, in his social intercourse."
>
> Walter T. Petty & Roberta J. Starkey

The purpose of this section of the guide is to:

1. Provide some information about language.
2. Suggest activities for integrating non-English-speakers into the classroom, and for exposing English-speakers to other languages.
3. Develop student sensitivity to, and respect for, different ways of speaking.

Parents and other foreign language speakers in the community can provide invaluable assistance in several areas, e.g., pronunciation of words.

The United States consist of people from various linguistic backgrounds. Since it is an English-speaking country, however, people often assume that all Americans are monolinguals and that English is the only language spoken here. Many people are unaware of the diversity of languages and dialects spoken in this country. There is also the tendency to view other languages and dialects spoken here, as somewhat inferior to English. Language and culture are inextricably intermeshed. Inherent in the language are the attitudes, values, and concepts of the group. Respect for the culture of each group must include respect for the language also. Language is closely tied to the self-concept. Therefore, attempts to reject the students indiginous language, or deny them the right to use it when they want to, may disrupt learning. All teachers can expect to have some non-English speaking students in their classroom at some point. If teachers are going to help students to develop multicultural/multiethnic sensitivity and understanding, they must be aware of the fact that languages are different from one another but not inferior to one another; and that there are no primitive languages. "Every language has the ultimate purpose of enabling man to communicate information to others..." (Hanna, et.al., 1971, p. 4.)

FOREIGN LANGUAGES SPOKEN IN THE UNITED STATES AND AREA OF CONCENTRATION

The following chart was prepared in 1970. Since then the language situation may have changed appreciably in some areas, for example, Florida, where a number of Haitians have settled recently. The data on the chart, therefore, does not give a full picture of languages in the United States. Teachers and their students may want to do further research in this area, as well as other areas that could not be comprehensively covered in this guide.

Location	Language
Arizona	Spanish, Uto-Aztecan
California	German, Italian, Spanish, Polish, Yiddish, French, Russian, Hungarian, Swedish, Greek, Norwegian, Dutch, Japanese, Chinese, Serbo-Croatian, Portuguese, Danish, Arabic, Tagalog,

	Armenian, Turkish, Persian, Malay (Indonesian), Scandinavian, Basque, Mandarin, Gypsy (Romani), Korean, Viet Namese
Florida	Spanish, French, Yiddish
Hawaii	Japanese, Tagalog, Polynesian
Idaho	Basque
Illinois	German, Italian, Spanish, Polish, Yiddish, Russian, Swedish, Greek, Nor-wegian, Slovak, Dutch, Ukrainian, Lithuanian, Czech, Serbo-Croatian, Danish, Balto-Slavic
Maine	French, Amerindian
Massachusetts	Italian, Polish, Yiddish, French, Swedish, Greek, Lithuanian, Portu-guese, Celtic, Armenian, Albanian, Breton
Michigan	German, Polish, French, Hungarian, Dutch, Finnish, Arabic, Balto-Slavic, Near E. Arabic dialects, Amerindian, Iraqi, Algonquin, Gypsy (Romani)
Minnesota	Swedish, Norwegian, Finnish
Montana	Algonquin
New Hampshire	French
New Jersey	German, Italian, Polish, Yiddish, Russian, Hungarian, Slovak, Dutch, Ukrainian
New York	German, Italian, Spanish, Polish, Yiddish, French, Russian, Hungarian, Swedish, Greek, Norwegian, Slovak, Dutch, Ukrainian, Lithuanian, Czech, Chinese, Portuguese, Danish, Finnish, Arabic, Rumanian, Balto-Slavic, Celtic, Hebrew, Armenian, Near E. Arabic dialiects, Turkish, Uralic, Albanian, Persian, Scandinavian, Amerindian, Dalmatian, Breton, Mandarin, Egyptian, Georgian, Gypsy (Romani), Athabascan
Ohio	German, Polish, Hungarian, Greek, Slovak, Czech, Serbo-Croatian, Slovenian
Pennsylvania	German, Italian, Polish, Yiddish, Russian, Hungarian, Greek, Slovak, Ukrainian, Lithuanian, Serbo-Croatian
Rhode Island	French, Portuguese

Texas	Spanish
Washington	Swedish, Norwegian, Scandinavian, Amerindian
Wisconsin	German
Virginia	Spanish, Vietnamese, Laotian, Cambodian, Hatian, Chinese, Japanese, Tai, Korean, Polish, Hispanic

EXPLORING DIFFERENT LANGUAGES

Students can develop understanding of and appreciation for language diversity by studying the relationship among languages and noting the similarities and differences. They may pay special attention to the resemblance which exists between English and German and Spanish and French. Older students may study language families. The Language Tree provided may be helpful. Students may study the tree and do research to find words in each language.

Students may be directed to engage in varied activities such as viewing a film or filmstrips or listening to tapes. Try to include activities that will integrate all the language skills - listening, speaking, writing, and reading.

An excellent filmstrip series which could be used for the intermediate grades through high school is "Language, The Mirror of Man's Growth."

*ASPECTS OF SPANISH THAT MAY CAUSE PROBLEMS FOR CHILDREN LEARNING ENGLISH

1. Strong influence of the Spanish ch on the English sh is a common problem. When sh is introduced because of its proximity in sound, student may appear to say share for chair and shoes for choose.

2. In Spanish, b and v are exactly alike phonetically; each has two sounds. The use of the one sound or the other is governed by accompanying sounds as follows:

   a. Sound one is made by the buzzing of both lips (e.g., Ella boto la caja; Ella voto ayer). The letters b or v surrounded by vowel sounds must be buzzed.

   b. Sound two is b as in boy (e.g., El bote se caja; El vaso se caja). Both sound like the b in boy. When b or v begins an utterance or is not surrounded by vowel sounds it is pronounced as the b in boy.

*Source: Framework in Reading for the Elementary and Secondary Schools in California. California State Department of Education, p. 173.

sh uses one word for it is (es) and for there are (hay). Examples: It is a nice day (Es un dia agradable). There are many children at school (Hay muchos ninos en la escuela). There is a teacher in the classroom (Hay un profesor en la clase).

4. In Spanish, articles are placed in some positions where English does not require them: Veo al doctor Brown (I see the Dr. Brown); Asi es la vida (That's the life).

5. In Spanish the adjective usually follows the noun and must agree with it in gender and number; Yo tengo zapatos blancos (I have shoes white).

6. There are five vowels in Spanish. The corresponding sounds in English are as follows: a as in father; e as in step; i as in machine; o as in over; and u as in ooze. The short vowel sounds a, i, o, and u are not used in Spanish.

7. The adverb, not the direct object, usually comes right after the verb. Example: I immediately saw... (Yo vi immediatamenta...).

8. The consonant sounds v, b, d, t, g, h, j, l, r, w, y, and z are not pronounced the same in Spanish as in English. Knowledge of the point of articulation for the production of these sounds is necessary.

9. Beginning and ending sounds.

   a. Spanish words never begin with the consonant underlined as follows: speak, stay, scare, school, street, spring, scratch, sphere, slow, small, snail, svelt. Speakers of Spanish add an initial sound e as, for example, in espeak, estreet.

   b. Spanish words can end in any of the five vowels - a, e, i, o, u - or the consonants listed as follows:

l	papel	s	casas
d	verdad		cara
r	señor		come
z	zariz		casi
j	reloj		todo
y	estoy		tu
n	son		

   Note: Speakers of Spanish have difficulty with ending sounds such as m, p, k, c, b, d, f, g, j, l, t, v, and x (voiced z). They also have difficulty in pronouncing the 371 consonant-cluster endings used in English.

10. Some factors of intonation such as pitch and stress that can cause problems in communication are the following:

   a. Stress. Spanish words are stressed as follows:
      1) Stress on the last syllable: pa pél, vi yi rás, te le vi sión, ciu dád
      2) Stress on the next to last syllable: cá sa, ma dé ra, clá ro
      3) Stress on the third to last syllable: jó ve nes, áng e les, te lé fo no
      4) Stress on the fourth to last syllable: llé va te los, mánd a se lo,

co'me te los.

Most Spanish words are stressed on the last syllable (Group A words) or next to last syllable (Group B words). In contrast, English words are usually stressed on the first or second syllable; e.g., constant (constante), telephone (telefono). In English, long words may have two or even three stresses. Spanish uses only one stress except for adverbs ending in mente (e.g., facilmente, rapidamente).

b. Tone system. English and Spanish have four tone levels. Spanish normally operates on the lower three levels except in cases of extreme anger or alarm. Then the fourth (upper) pitch is used. English usually operates on all four levels.

11. Spelling differences. Although many Latin derivatives are common to Spanish and English, there are some interferences between spelling systems. Teachers should help students with the transfer of cognate vocabulary. Spanish does not use the doubled consonants or combination of consonants; i.e., bb, dd, ff, gg, mm, pp, ss, tt, zz, th, gh, ph, sh, or hn.

*DIFFERENCES BETWEEN BLACK ENGLISH AND STANDARD ENGLISH

In talking of Black dialects, one must be careful to recognize not all Black Americans speak dialects that are labelled "Black English." Also, remember that there are variant dialects within the general term: Black English. These generalizations may be helpful if Black English is unfamiliar to you.

1. It will often be used for there (e.g., "It's a book on the table" instead of "There's a book on the table").

2. The verb will tend to be missing where a contraction is commonly used in standard English, especially in the present tense (e.g., "I here" and "We going").

3. More than a single negative form is acceptable in the Black English vernacular (e.g., "I don't take no stuff from nobody").

4. Two or more consonant sounds appearing at the end of words in standard Engliush tend to be reduced in the Black English vernacular (e.g., tes for test and des for desk). The reduction of consonant clusters affects words that end in s (e.g., plurals, third person singular forms, and possessives like its and father's). The reduction also affects verbs in the past tense ending in ed.

5. Words in which a medial or final th appears often change pronunciation in the Black English dialect (e.g., wit or wif for with and muver for mother).

6. There are words in which r and l appear in medial or final positions in standard English. These sounds are often absent in the Black English dialect.

7. Labels and concepts different from the dominant English dialect are generated from a variety of different experiences (e.g., the use of bad to mean good).

In addition, a few more specific points might be helpful. Black English does not distinguish gender. The form he is used for "he, she, it".) Black English has a verb form not found in Standard English.

*Source: Framework in Reading for the Elementary And Secondary Schools in California. California State Department of Education, p. 173.

GRAMMATICAL FEATURES OF BLACK ENGLISH

Listed below are grammatical features which have been delineated as features of Black English. Baratz[1] has summarized the most important syntactical difference as follows:

Variable	Black English	Standard English
Linking Verb	He ____ goin'.	He is going.
Possessive marker	John ____ cousin.	John's cousin.
Plural marker	I got five cent_.	I have five cents.
Subject expression	John he live in New York.	John lives in New York.
Past marker	Yesterday he walk__ home.	Yesterday he walked home.
Verb agreement	He run_ home.	He runs home.
	She have a bicycle.	She has a bicycle.
Future form	I'ma go home.	I will go home.
"If" construction	I ask did he do it.	I asked if he did it.
Negation	I aint't no cat can't get in no coop nohow.	No man can get in a coop
Indefinite article	I want a apple.	I want an apple.
Pronoun form	Us got to do it.	We have to do it.
Preposition	He over to his friend house.	He is at his friend's house.
Be	Statement: He be here.	Statement: He is here all the time.
Been	He been ate the chicken.	He at the chicken a long time ago.
Do	Contradiction: No, he don't.	Contradiction: No, he isn't.
Models	He might could go.	He might go.
Wh questions	What it is?	What is it?
Verb Form	I drunk the milk.	I drank the milk.

[1]Baratz, "Teaching Reading in a Urban Negro School System," pp. 99-100.

ASPECTS OF THE CHINESE LANGUAGE THAT MAY CAUSE PROBLEMS FOR CHINESE STUDENTS LEARNING ENGLISH

1. The verb has only one form. Unlike the English verb, the Chinese verb is not conjugated to indicate tense. Tenses are indicated by the use of auxiliaries placed before or after the stable verb form.

2. Nouns are not inflected to indicate plural forms. Plurality is indicated by the use of auxiliaries in the form of specific or general number indicators placed before a noun (e.g., three book, many boy).

3. The Chinese article is very specific and complex. It refers to the noun that it modifies and varies according to that noun. It is used as a unit of measure rather than as a general article (e.g., a book, a building, a string, a coat, a horse, a pencil).

4. Word order may not be manipulated to change meaning as is done in English. In Chinese the word is, for example, may not be repositioned to convert a statement into a question (e.g., "She is a nurse" may not be repositioned to "Is she a nurse?").

5. Spoken Cantonese and spoken Mandarin have an identical spoken sound to represent the pronoun he and she; but the written forms for these and three other singular pronouns in the third person are very distinct when genders are indicated basically by word-radical forms: She (feminine); he (masculine); it (inanimate object); it (animate object); and He (deity).

6. In a Chinese dictionary, words are not arranged in alphabetical order. Instead, they are listed by the number of strokes each character has.

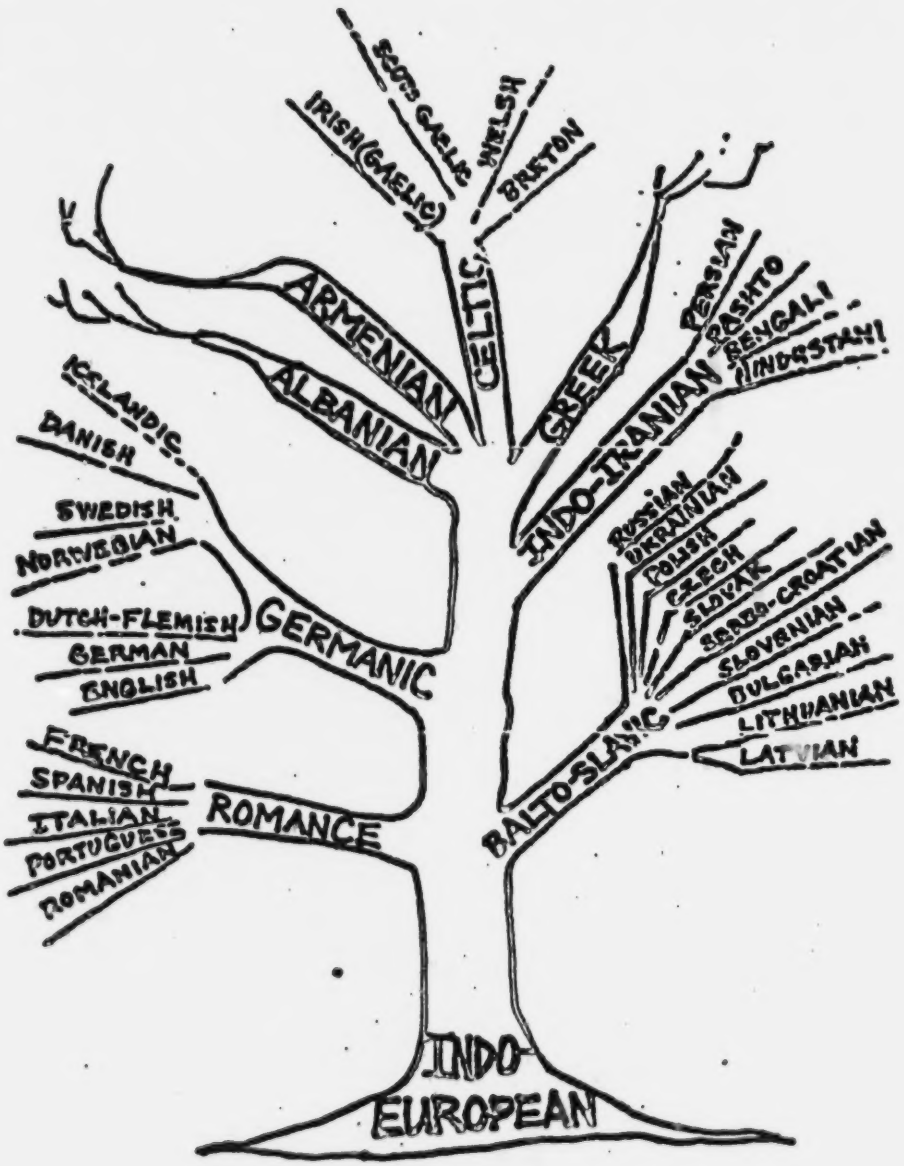
7. There is a tendency for Chinese speakers to drop, glottalize, or add a vowel sound to English endings in the consonants t, d, s, l, p, b, k, f, g, r, and v.

8. A tone system is used in Chinese as a device for distinguishing word meanings. Words having the same pronunciation may have four different meanings. These meanings are, in turn, represented by four written forms.

9. There is a distinction between n and l in spoken Chinese; but some speakers, especially the Cantonese, use the letters interchangeably. The difference in pronunciation is particularly distinct in Mandarin.

*Source: Framework in Reading for the Elementary And Secondary Schools in California. California State Department of Education, p. 173.

THE LANGUAGE TREE



VOCABULARY DEVELOPMENT

Encourage students to make a set of cards that will help them to learn the vocabulary terms listed below in English, German, French, and Spanish.

Numbers	English	German	French	Spanish	Swahili	Hausa
1	one	eins /eyenss/	un /uhng/	uno	moja	daya
2	two	zwei /tsvye/	deux /duh/	dos	mbili	biyu
3	three	drei /dry/	trois /trwah/	tres	tatu	uku
4	four	vier /fear/	quatre /kah-tr/	cuatro	inne	hudu
5	five	funf /fünf/	cinq /sank/	cinco	tano	biyar
6	six	sechs /zex/	six /seess/	seis	sita	shida
7	seven	sieben /zee-ben/	sept /set/	siete	saba	bakwai
8	eight	acht /ah-kht/	huit /ü-eet/	ocho	nane	takwas
9	nine	neun /noyn/	neuf /nuff/	nueve	tisa	tara
10	ten	zehn /tsayn/	dix /deess/	diez	kumi	goma

Days of the Week

English	German	French	Spanish	Swahili
Sunday	der Sonntag /zawnn-tahk/	dimanche	el domingo	Juma tatu
Monday	der Montag /mohntahk/	lundi	el lunes	Juma inne
Tuesday	der Dienstag /deenss-tahk/	mardi	el martes	Juma tano
Wednesday	der Mittwoch /mitvawkh/	mercredi	el miércoles	Aramisi
Thursday	der Donnerstag /dawn-ehrss-tahk/	jeudi	el jueves	Jumaa
Friday	der Freitag /fry-tahk/	vendredi	el viernes	Jumamosi
Saturday	der Samstag /zahmms-tahk/	samedi	el sábado	Jumapili
	der Sonnabend /zawnn-ah-bent/			

Colors

English	The Colors/Colours
Spanish	Los Colores
French	Les Couleurs
German	Die Fabre

English	German	Spanish	French
red	rot	rojo	rouge
yellow	jelou	amarillo	jaune
blue	blau	azul	bleu
green	grün	verde	vert
orange	orange	anaranjado	orange
white	weiss	blanco	blanc
purple	purpurn	purpúreo	violet
brown	braun	moreno	marron
black	schwarz	negro	noir

The Family

English	German	Spanish	French
mother	die Mutter	madre	mère
father	der Vater	padre	père
sister	die Schwester	hermana	soeur
brother	der Bruder	hermano	frère
aunt	die Tante	tía	tante
uncle	der Onkle	tío	oncle
son	der Sohn	hijo	fils
daughter	die Tochter	hija	fille

Greetings and Other Useful Expressions

English	German	French	Spanish
Good morning	Guten Morgen	Bonjour	Buenos días
Good evening	Guten Abend	Bonsoir	Buenas noches
Thank you	Danke	Merci	Gracias
How are you?	Wie geht es Ihnen? /vee gate ess ee-nen/	Comment ça va? /como/	¿Cómo está usted?
Merry Christmas	Fröhliche Weihnachten /vinakten/	Joyeux Noël	Feliz Navidad
Happy New Year	Ein glückliches neues Jahr /inegluck-likh-ess noy-ess yahr/	Bonne Année	Feliz Nuevo Año
Happy Birthday	Herzlichste Geburtstagswunsche	Heureux Anniversaire Bonne fete	Feliz cumpleaños/ Muchas Felicidades
Good bye	auf Wiedersehen /vederzen/	au revoir	adiós
Please	bitte	si'l vous plaît	por favor

Months of the Year

English	German	French	Spanish
January	Januar /yah-no-ahr/	janvier	enero
February	Februar /fay-broo-ahr/	février	febrero
March	März /mehrts/	mars	marzo
April	April /ah-prill/	avril	abril
May	Mai /my/	mai	mayo
June	Juni /yoo-nee/	juin	junio

Months of the Year (cont.)

English	German	French	Spanish
July	Juli /yoo-lee/	juillet/juilye	julio
August	August /ow-goost/	août	agosto
September	September /zep-tem-behr/	septembre	septiembre
October	Oktober /awck-toh-behr/	octobre	octubre
November	November /nov-em-behr/	novembre	noviembre
December	Dezember /day-tsem-behr/	décembre	diciembre

SYMBOLS THAT ARE USED IN ALL LANGUAGES

Dollar sign
Stop lights
Music notation
Road signs
Skull and crossbones (poison)
Mathematical symbols, e.g., 3+3=6

Encourage students to list other symbols that are universal.

PROVERBS ACROSS CULTURES

Proverbs can provide a facinating study. Students may compare those that say the same thing in different words.

"Talk does not cook rice." -China

"Fancy words don't butter cabbage." -Germany

"Actions speak louder than words." -USA

"It is one thing to cackle and another to lay an egg." -Ecuador

Encourage students to write the above proverbs in still different ways. They may also collect proverbs from different cultures, explain them and make up some proverbs of their own.

Suggested Language Activities

1. Ethnic projects. Encourage students to form groups representing different ethnic groups and develop projects related to the music, dance, arts, sports and food related to particular ethnic groups. Provide opportunity for students to share projects with other students and school personnel. Students who speak the language of a particular ethnic group can be given opportunity to use that language in realistic situations and give other students opportunities to learn words associated with the activities.

2. Pair activity. Where possible, pair monolingual students with bilingual students and encourage them to write or speak to each other in a language other than English.

3. Field Trips. Where possible, take a trip within particular non-English communities to note the points of interest and increase vocabulary development.

4. Dictionaries. Guide students in develping a multi-language dictionary of words and expressions in different languages, and also words borrowed from French, Spanish by English speakers and vice versa. They may also prepare a bulletin board to reflect contributions of other languages to English.

5. Map activity. Let students draw map of the United States and fill in the location of different languages. They may note the area/areas of heaviest concentration of a partricular language.

6. Children may learn Christmas carols or nursery rhymes in languages other than English, and then compare them to the English version.

7. Language in context. Provide students with copies of a popular story e.g., "Cinderella" written in English and another language. Have them read both versions and compare and contrast them.

The following books and films may also be helpful in enhancing language awareness and appreciation:

1. Swahili: Moja Means One, (Dial, 1971).

   Jambo Means Hello, (Dial, 1974).
   Both by Muriel Feelings

2. Spanish: How Do You Say It? In English, Spanish, and French, by Frank Martin (Platt and Munk, 1973).

   Mi Diccionario Ilustrado, by Marion Monroe (Scott, Foresman).

   Spanish Folk-Tales From New Mexico, by Jose Espinosa (Kraus Reprint Co., 1969).

3. General: Is That Mother in the Bottle? Where Language Comes From and Where it is Going, by Jessica Davidson (Watts, 1972).

   The Story of American English, by J. M. Hook (Harcourt Brace Jovanovich, 1972).

4. Films: "Language; The Mirror of Man's Growth"

"Adam and Eve's Dairy"

"Language and Communication"

SECTION II

The remainder of this guide deals with lessons for each ethnic group previously listed.

LESSON: BLACK/AFRO AMERICANS

General Objective:

To assist students in developing understanding of, and appreciation for, Black/Afro American culture and contribution to the United States.

Selected Activities:

Primary - Intermediate

1. Have students view the film "Children of the Inner City," Producer/Distributor: Society for Visual Education, and discuss it with them.

2. Read or have students read folktales like "The Girl With the Large Eyes" from Black Folktales, New York: Franklin Watts, 1968, by Julius Lester (All levels). After the story (stories) have been read or told:

   a. Engage students in discussion of the above.

   b. Help students to understand what the folktales tell about the Black culture.

   c. Assist students in preparing dramatization on one of the folktales/stories.

   Another excellent resource for stories and folktales is Tales and Stories for Black Folks, Garden City, New York: Doubleday, 1971, by Toni Cale Bambara, ed.

3. Have students collect pictures, poems and articles on famous Black Americans. Students may write a short poem or story about one or more of them. They may share this with classmates.

4. Encourage students to make individual or classbook on Black American art, poetry, and dance. In their books they may put the most outstanding Black Americans in each of the above areas.

   Plan a unit aroud Black Americans and where they came from. Students may do map study and trace the journey from many parts of Africa to various places in the U. S. A. The following books may be very helpful in this unit:

a. All Us Cross the Water, New York: Holt, 1973, by Lucille Clifton (Primary).

b. Story of the Negro, New York: Alfred A. Knopf, 1948, by Arna Bontemps (Intermediate).

Upper Elementary - High School

1. Develop "task cards" for individual or small groups of students to research the following:

   How did Blacks come to America?
   Who helped to set them free?
   The Underground Railroad
   Imancipation
   The Civil Rights Act

2. Students may do research in the library in groups of four, or individually, on the following individuals and write essays on the contributions of each to government.

Julian Bond	Adam Clayton Powell, Jr.
Edward Brooke	Dr. Ralph J. Bunche
Shirley Chisholm	Charles Diggs, Jr.
James Charles Evers	Dr. Robert Clifton Weaver
Barbara Jordan	Rev. Jessie Jackson

3. Students may use the the library to investigate the contributions of each of the following and make a chart listing the names of the Afro-Americans and their contributions.

Science	Medicine
Jan Matzeliger	Dr. Charles Drew
Elijah McCoy	Louis T. Wright
Matthew Henson	Dr. Daniel Hale Williams
George Washington Carver	Dr. Theodore Lawless
John W. Blanton	Dr. Harold Pierce
Percy Julian	*Guion S. Bluford
Lloyd Hall	

   Students may read the autobiography of Dr. Daniel H. Williams entitled Negro Doctor.

4. Students may investigate the contributions of the following and make a chart listing the contributions of each person.

Marion Anderson	Duke Ellington
Ira Aldridge	Aretha Franklin
Gwendolyn Brooks	Nikki Giovanni
W. E. B. DuBois	Lorraine Hansbury
Ossie Davis	Langston Hughes

*First Black Astronaut

5. Ask students to prepare panel discussion to compare and contrast the views of the following men:

   Marcus Garvey
   Stokely Carmichael
   Malcolm X
   Jesse Jackson
   David Walker
   Martin Luther King
   Adam Clayton Powell

6. Prepare a unit dealing with Black American dance, music and art. Students may do research and collect pictures, articles, records, brochures and share these with class.

7. Have students view the following film/filmstrips and write their reactions to them. These may be shared with classmates. Students may also prepare panel discussions or debates on the films, or dramatize them, or portions of them.

   a. "Growing Up Black," Producer/Distributor: Schloat Productions, Tarrytown, N. Y.

   b. "Afro-American History," Producer/Distributor: Encyclopedia Britan-nica Educational Corporation, Chicago, Ill.

   c. "Diary of a Harlem Family," Producer/Distributor: Indiana University Audiovisual Center.

   d. "Nothing But a Man," Producer/Distributor: Benchmark Films, Inc., New York, N. Y.

LESSON: CHINESE AMERICANS

General Objective:

To develop awareness and understanding of Chinese American culture and appreciation for their contributions to the United States; to develop understanding of the factors involved in migrating to, and settling in a new country.

Selected Activities:

Primary - Intermediate

1. Students may begin an individual book about China. They can put everything they do in the study in their book and choose a title for the book. They may also make a table of contents for sections, or for pages dealing with different aspects of their study.

2. Introduce four or five areas which will be studied such as food, shelter, clothing, or family. Key questions may be developed with the class. For example:

   Food

   a. What kinds of food do the Chinese eat in China?

   b. Do Chinese Americans eat the same type of food as the Chinese in China?

   c. How is Chinese food prepared?

   d. How does the Chinese food differ from your food?

   e. How do Chinese grow their food in China?

   f. How do Chinese Americans get food from China?

   g. What kind of climate is needed to grow the different kinds of food which the Chinese Americans get from China?

   The teacher may develop other key questions with the class. Questions may also be developed on other topics dealing with Chinese Americans suggested or those selected by the teacher.

3. Read stories about China to the children and then engage them in discussion.

4. Have children act out story set in China that you have read to them. For example: "Seven Magic Orders: An Original Chinese Folktale" (Lippincott) is a good one.

5. Read a version of "Cinderella" that comes from China. See Favorite Children's Stories from China and Tibet by Lotta C. Hume (Tuttle).

6. Invite a parent or someone else who was born in China to visit your class to tell about growing up in China, coming to the United States, differences and similarities between the two countries, and things he/she likes/dislikes about both countries.

7. Learn about China's "gifts" to the United States. For example, tea, silk, kites, peaches and appricots, gunpowder, etc.

8. Learn about Chinese holidays. Have students compare them to American holidays.

9. Prepare a simple Chinese meal with students.

At the end of the unit/study, students may demonstrate what they have learned by:

a. Listing <u>five</u> things they now know about China that they did not know before.

b. Drawing pictures (about China).

c. Displaying their book about China.

d. Writing a story or poem about China.

10. On a map of China they may put in the capital and one river.

11. Students may find out more about Chinese Americans in the community by checking the telephone directory for the following:

a. Chinese names, e.g., Wong, Chang, Yee. Students may think of other names.

b. Look under the word "Chinese" to see how many lists start with that word, for example, "Chinese Laundry" and "Chinese Restaurants", etc.

c. In the Yellow Pages look under "Restaurants". See how many restaurants are listed.

Write a description of their findings. And then write a few sentences stating their conclusions about the Chinese Americans in their community.

The following is a list of stories that may be used with this level:

<u>The Story About Ping</u> by Marjorie Flack (Viking).

<u>Happy New Year</u> by Yen Liang (Lippincott).

<u>The Treasure of Li-Po</u> by Alice Ritchie (Harcourt Brace Jovanovich).

<u>Fish in the Air</u> by Kurt Wiese (Viking).

Upper Elementary - High School

1. Students may research and present oral or written reports on each of the following areas concerning Chinese Americans: gifts to the west (including U.S.), folding umbrella, gunpowder, playing cards, etc., family, religion, art. They should include dates whenever possible.

2. Use the encyclopedia to obtain information about: population of China, climate of China, people of China, its size compared with the United States, languages of China, government of China.

   Study the map of China. Locate the capital, major cities, rivers, countries that border China and identify the bodies of water that touch China. (Students may work on this assignment individually, in small groups or with the whole class.) Draw their own map of China and put in the areas studied.

3. Interview someone who was born in China. Find out about Chinese holidays and how they are celebrated; find a book in the library on Chinese holidays and read it; visit Chinatown and observe a celebration; write or visit the Chinese embassy or a tourist agency to obtain information. Write or give a brief report on findings.

4. Prepare a Chinese meal; visit a Chinese restaurant; read about Chinese diet, foods and drinks. See: Eating and Cooking Around the World; Fingers Before Forks by Erich Berry (Day).

5. Study Chinese poetry. Compare it to American Poetry. How are the two alike? Different? See: Chinese Mother Goose Rhymes, edited by Robert Wyndham (World) and The Moment of Wonder, edited by Richard Lewis (Dial).

6. Find famous Chinese quotations and compare them with similar quotations in English and write a paragraph or a few sentences explaining each quotation; find similar quotations that did not originate with the Chinese, and compare them with the following Chinese sayings:

   "What you do not want others to do to you, do not do to others."

   "It is a great tree that tempts the wind."

   "A journey of a thousand miles begins with one step." Lao-Tsze

7. Write an essay of about 200 words on the problems Chinese Americans could have in adjusting to the United States.

8. Students may start collection of stamps and various artifacts from China.

9. Have students collect pictures, and newspaper and magazine articles on the visits of President Reagan and former President Nixon to China. They may write summaries of reasons for the visits, important topics discussed, and the ways in which the visits benefitted both countries.

LESSON: CUBAN AMERICANS

General Objective:

To assist students in developing awareness of, and sensitivity to, the Cuban Americans and their contributions to America.

Selected Activities:

Primary - Intermediate

1. a. Have students locate Cuba on the map and note its proximity to the United States of America.

   b. Develop learning center around the climate, food, language, and people of Cuba. Students may collect pictures, brochures, and articles on Cuba.

2. Have students locate Miami on the map of the United States. Students may discuss or write stories/essays on why many Cubans settle in Miami.

3. Have students compare Cuban Americans with Puerto Rican Americans.

4. Have students list and discuss outstanding Cuban Americans. Teachers and students may do research in this area.

Upper Elementary - High School

1. Direct students to explore Cuba to learn the following:

   a. Location and proximity to the United States of America.

   b. Population, language and government.

   c. Climate, food, economy.

   d. Relationship to the United States.

   Students may collect pictures and articles dealing with Castro and his attitude to the U. S.

2. a. Have students do research and write report on why the Cubans left Cuba, where most of them settled and why, what kinds of contributions they are making to the United States.

   b. Students may make chart indicating events and dates leading up to Cuban migration to America. They may also note the kinds of problems they encountered in leaving Cuba, as well as settling in the United States.

c. Students may do research on and discuss the "Bay of Pigs."

The following articles may provide excellent resources for the teacher as she/he guides students through this study. Parts or all of these may be read to, or by students.

a. "Miami: The Cuban Flavor," The Nation (March 8, 1871), pp. 299-302.

b. "Cubans in Miami," America (February 26, 1966), pp. 886-889.

c. "Cuba's Exiles Bring New Life to Miami," National Geographic 144 (July, 1973), pp. 68-95.

d. Our Citizens From the Carribean, St. Louis, Mo.: McGraw-Hill, 1965, by Clarence O. Senior.

e. Manana Is Now: The Spanish Speaking in the United States, New York: Antheneum, 1973, by Alberta Eiseman.

Have students do research on outstanding Cuban Americans and describe their contributions to United States politics, economy and education.

LESSON: FILIPINO AMERICANS

General Objective:

To enable students to develop awareness of, sensitivity to, and appreciation for the culture and contribution of Filipino Americans.

Selected Activities:

Primary - Intermediate

1. Prepare a unit on Filipino Americans. Let students put anything that the class does on Filipino Americans in an individual or class booklet.

2. Students may make a list of things we get from the Philippines.

3. Have Filipino-American adult visit class. Before the visit, help students prepare questions to ask visitor. After the visit and discussion, have children write what they learned in individual reports or as a group language-experience story.

4. Create a learning center around the climate of the Philippines the food, houses, schools, and money.

5. Have children collect articles, pictures, stories, and maps about the Philippines. Let them give reports and display their collection.

6. Encourage children to write stories or poems imagining themselves as "American Filipinos." Encourage students to state some fears and problems they may have when they first try to settle in the Philippines and how they would like Filipinos to treat them. Students who have lived in different countries because their parents are in the army, or because their parents relocated for other reasons, may be helpful in noting the differences and similarities between moving to a new country as U. S. army personnel and as a regular immigrant.

Upper Elementary - High School

1. Organize a learning center around Filipino art, music, dance, religion, and family structure. Students may work on learning center activities as groups or as individuals.

2. Create a self-instructional learning module on the climate and food of the Philippines. Encourage students to note the effects of the climate on the agriculture.

3. Map study. Develop activity cards that involve the following activities:

   a. Draw a map of the Philippines. Put in the capital and other cities.

   b. Draw a map of the world and trace the journey of the Filipinos to the United States. Indicate where most of them settled in the

United States.

c. Make a poster featuring facts about the Philippines - the money, the flag, the exports, etc.

d. Use encyclopedia and other library resources to study the size, population, religion and education of the Philippines. Write research paper or give oral report.

e. List as many things as you can about the Philippines

f. Find out all you can about Filipino sports.

4. Invite Filipino Americans to talk about Filipino culture; write to children in the Philippines and tell them about the United States and ask them to tell about their country.

5. Do research on outstanding Filipino Americans. Study their contributions to American culture. If these people are available, let students write letters to them inviting them to visit the class, or ask them to provide information and/or suggest additional resources for study.

6. Have students do exercise six (6) listed under activities for Primary - Intermediate grades.

7. Have students do research, conduct interviews, and write brief reports on the primary reasons why Filipinos come to the United States to live, how much financial support they give to their country and what their plans are for the future. For instance, do they plan to acquire enough money here to return to their country to establish businesses or to assist their country in other ways.

LESSON: FRENCH AMERICANS

General Objective:

To assist students in developing understanding of the French culture and appreciation for the French-American cultural contribution to American culture.

Selected Activities:

Primary - Intermediate

1. Discuss with students some things that everyone all over the world needs. For example, food, clothes, a place to live.

2. List students responses on board with class and group them under different headings such as food, shelter, clothing, government, family, religion, and economy.

3. Make "job cards" under each of the above headings. For example:

   Foods

   a. What kinds of foods do the French people eat?
   b. Do they eat the same foods as the Americans eat?
   c. How do the French prepare their food?
   d. Do they grow most of the food they eat?
   e. What kinds of foods do they sell to America?
   f. What kinds of foods does America sell them?

   Economy

   a. What types of goods do the French produce?
   b. Do they sell some of these to America?
   c. How does each country pay for the things they buy from each other?
   d. What is the French currency called?
   e. How much is it worth in U. S. dollars? (See section on Money Around the World.)

   A learning center may be created around each of the above areas.

4. Help students to "discover" on the map or globe where France is. Students may trace the map of France and put in the capital - Paris.

5. Guide students to discover the similarities and differences between the United States and France in terms of language, climate, family relationships and schools. Students may create individual or group booklets or may develop a group poster.

6. Discuss with students the first French immigrants who came here and why they came.

7. Have students visit a French restaurant or collect French menus and develop vocabulary cards for new words learned.

8. Where possible, have students to write to French Americans to get information on why they came to America, ways in which they have helped America and ways in which America has helped them.

Upper Elementary - High School

1. Map study. Let students explore France by locating it on the map, identify the countries that border it, its major cities and size. Let them compare the size of France to that of the United States.

2. Have students use encyclopedia and history books to discover who were the first French people to come to the United States, why they came, where they settled and the kinds of jobs they did.

3. Have students study the "Language Tree" to ascertain if English and French came from the same "family." Students may use their dictionaries to find words which were borrowed from French into English and vice versa. Students may learn simple expressions in French (See "Language" section).

4. Students may collect French recipes and prepare a simple French meal. They may note the differences between French and American cooking.

5. Have students work in groups to research and then report on the following:

   a. French Americans in art, music, medicine, and drama.

   b. Number of French Americans in the United States and the major types of occupations in which they are engaged.

   c. What aspects of the French culture do the French Americans still observe. What have they given up?

   d. How does the French culture differ from the American in terms of education, family relationships, the part religion plays in their lives?

6. Have students do research on one or two of the following:

   a. Outstanding literary writer(s).

   b. Outstanding musician(s).

      Students should list books or works produced by these individuals.

   c. Outstanding fashion designer(s).

   d. For what products are the French famous?

7. Direct students in finding a play or story written in French and translated into English. Have students study the play, or story to discover how it

depicts French values and customs.

8. Have students study historical sites, e.g., the Eiffel Tower in France, collect pictures and articles about them and give a report to class.

9. Have students list other French speaking areas near to the United States, for example, Quebec and Haiti. Let them state differences and similarities among these other French-speaking people, French Americans and the French people in France.

10. Have students write an essay entitled "I'm a French American" or "What I've Learned About the French Americans."

11. The first group of French Americans arrived on the Mayflower and settled in Plymouth, Massachusetts. The Huguenots were the first of the French Protestant sect to seek religious freedom in the New World.

The Huguenot immigrants were educated people, skilled in crafts and business. They introduced French techniques of weaving, leathermaking, and lacemaking to the American colonies. Have students do further research on the Huguenots.

The following persons of French descent have made significant contributions to the development of our American society. Students may do research in the library on the following persons and write a brief biographical sketch on each.

a. Peter Minuit
b. Paul Revere
c. John Jay
d. Alexander Hamilton
e. The Marquis de Lafayette
f. John James Audubon
g. Dupont DeNemour
h. John Tyler
i. Theodore Roosevelt
j. Franklin Roosevelt
k. Sidney Lanier
l. Henry Wadsworth Longfellow
m. Frecrick Bartolde
n. Andre Samuel

HAITIAN AMERICANS (French Americans)

1. Students may study other groups of French Americans (for example Haitians) to discover:

   a. Differences between Haitian Americans and other French Americans.
   b. Why Haitian Americans came to the United States.
   c. How they were treated.
   d. Where most of them settled and why.

2. Students may do map study to discover the position of Haiti in reference to the United States.

3. In order to understand the Haitian Americans better, students may read encyclopedia, magazines, newspaper articles, and interview Haitian Americans. They may also obtain information from the Haitian embassy to learn more about:

   a. The government of Haiti.
   b. The people
   c. The climate and agriculture
   d. Education
   e. Interesting cultural aspects, for example "Voodo."

LESSON: GERMAN AMERICANS

General Objectives:

To asist students in developing awareness and understanding of German American culture and appreciation for the contribution of German Americans to the culture of the United States.

Selected Activities:

Primary-Intermediate

1. Have children ask parents, grandparents or other relatives to help them trace their ethnic heritage. Teacher may send home note with a list of ethnic groups and also questions to be answered.

2. When students return with information, students and teachers may develop a table showing the ethnic groups represented in the class. For example:

English	Afro-American	German	Russian	American Indian
Randy	Rona	*Gerry	Cathy	Pete
*Gerry	*Sally	Patty		*Sally

*Gerry has both English and German background. Sally has both Afro-American and American Indian background.

3. Discuss chart with students explaining that our ansestors came from different countries to the United States. Use the globe or map to point out countries represented on the chart. (This exercise has to be modified in classrooms where only one ethnic group is represented.)

4. After students have discussed the various ethnic groups represented, if German American is represented, tell them the class will study that group to find our more about them. If that group is not represented and the teacher wants to study that group, then tell students that the class will study a group that was not on the chart -German Americans.

5. Use globe or map to point out Germany. Discuss with students outstanding German Americans and their contributions to the United States.

Upper Elementary - High School

1. Have students trace their ancestors and discuss various ethnic groups represented in the classroom.

2. Have students compare and contrast the countries from which their ancestors came with the United States. They may examine differences and similarities in terms of climate, population, government, language, and culture.

3. Have students study German Americans to find out:

   a. Cultural differences and similarities between Germany and the United States.
   b. What aspects of the German culture do they still observe?
   c. Why did they immigrate to the United States?
   d. What special skills and expertise did they bring?
   e. What difficulties did they encounter when they came here?

4. Encourage students to research and write reports on the following:

   a. Number of German Americans in the United States.
   b. Where are most of them to be found?
   c. What are their major contributions to the United States economy and culture?
   d. Outstanding German Americans

5. Have students study some Germans fairy tailes, stories, plays, or music that is written in English. Have them point our what they learn about German culture from the above study. (Grimm's Tales may provide a useful resource.)

6. The first German immigrants arrived in 1683 off Philadelphia. Students may do research on Colonial Pennsylvania and write an essay describing the first German immigrants to come to America.

7. Students may do research in the area of agriculture and list the contributions of German Americans or persons of German descent in agriculture. Americans of German descent have made significant contributions in the food processing, and the automobile industry.

8. Students may do research on the above areas and list the contributions of German Americans in those particular areas.

9. Students may make a class book tracing the history of Americans of German descent, beginning with the arrival of the first German immigrants in colonial Pennsylvania in 1683.

10. Students may visit a supermarket and list the foods and beverages of German origin.

The following German Americans have made outstanding contributions to our American society. Students may do research and write a bried biographical sketch on each, making special mention of their contributions. (The teacher may provide names of other outstanding German Americans.)

1. John Roebling
2. Ottmar Mergenthaler
3. George Westinghouse
4. Walter Chrysler
5. Charles C. Schneider
6. Gustav Lendenthal
7. Adolf Sutro
8. Albert Fink

German Americans (continued)

Beer Industry: Schlitz, Krueger, Pabst, Budweiser, Shaeffer, Anheauser-Busch, Seipp, Blatz

Automobile Industry: Studebaker Family - A Pennsylvania Dutch family who turned from building wagons to automobiles and turned out the Studebaker car.

Walter Chrysler brought together six small firms into one of Detroit's largest car industries.

Other Outstanding German Americans

Charles C. Schneider - Built the cantilever bridge over the Niagara River.

Gustav Lendenthal - Consulting engineer and architect of the Hill Gate Steel Arch bridge over the East River.

Adolf Sutro - Contructed tunnel under Virginia City in Nevada.

Albert Fink - Expert railway engineer; originator of through traffic in freight and passneger service.

Chemical Industries and Manufacturers of Drugs

Rosengarten
Pfizer
Dohme
Volger
Schieffelin
Lehn
Fink

Outstanding German American Names in Piano and Musical Instrument Manufacturing

Steinway
Weber
Sohmer
Wurlitzer
Gemiender

LESSON: GREEK AMERICANS

General Objectives:

To help students gain understanding of, and appreciation for, Greek Americans and their cultural contribution to the United States.

Selected Activities:

Primary-Intermediate

1. Students may do map study to note the geographical origin of Greek Americans.

2. Create a learning center around Greek Americans, their food and how they prepare it.

3. Students may collect pictures, articles on Greek foods and costumes.

4. Have students read, or read to them, a story about childhood in Greece - The Glass Ball by William Mayne (Dutton, 1912).

Upper Elementary-High School

1. Students may use encyclopedia, geography books, magazines, journals, and materials obtained from tourist industry and Greek Embassy to gain information on:

   a. Greek islands
   b. Customs
   c. Climate, agriculture and major industries
   d. Population and language
   e. Religion, education and family relationships

2. Students may interview Greek Americans where possible, to gain further information on why they, or their ancestors, came to the United States; what aspects of their culture they have given up; how they helped America and how America helped them.

3. Create a learning center around Greek foods. Students may collect Greek recipes and compare and contrast Greek American and native American ways of cooking. They may also list types of foods, spices and beverages used in Greek cooking which have to be imported from Greece.

4. The following Greek Americans have made important contributions to our American society. Students may work in groups or as individuals to do research on each of the following and write a brief biographical sketch on each:

a. Lacardio Hern
b. Alexander Dimetri
c. Spiro Agnew
d. Spiro Skonals
e. Maria Kalis

5. Students may study the writings of Greek authors--poems and stories --in order to gain further understanding of Greek-American culture.

LESSON: IRISH AMERICANS

General Objective:

To create an awareness of the existence of Irish Americans or persons of Irish descent in America. To develop an appreciation for the Irish Americans through the investigation of their culture and contributions.

Selected Activities:

Primary-Intermediate

1. Discuss with students ways in which Irish Americans and native Americans are similar, and ways in which they differ.

2. Guide students to gather information on St. Patrick's Day. Students may collect pictures and articles. They may also draw pictures, make posters or booklets depicting St. Patrick's Day.

3. Have students list things they can learn about Irish Americans from the celebration of St. Patrick's Day.

4. Read aloud to students, or have them read, Irish folktales from collections like the following:

   a. Favorite Fairy Tales Told in Ireland retold by Virginia Haviland (Little, Brown, 1961).
   b. The King of Ireland's Son by Padriac Colum (McGraw-Hill, 1966).
   c. Irish Saga and Folk Tales retold by Eileen O'Favlain (Walck, 1954).

5. Have children dramatize one of the stories as a culminating activity for a unit of study which included the stories above.

6. Students may study famous Irish American - John F. Kennedy or Senator Thomas P. O'Neil.

Upper Elementary-High School

1. Students may explore the history of Ireland and Irish Americans to understand more about the present conflict in Ireland; the two major religious groups; Irish American's attitude and support of Ireland.

2. Have students explore their ethnic backgrounds. If there are Irish Americans in the class, they may find out when their ancestors came over from Ireland and why; the kinds of difficulties they encountered and stereotypes they had to counter in this country.

3. Have students study St. Patrick's Day to discover its origin. They may also study Irish customs, folk beliefs, symbols and general Irish beliefs, which

the celebration depicts. Students may also read the folk tales suggested under Primary Activities.

4. Have students research the background and contributions of outstanding Irish Americans, e.g., the Kennedy's (see list that follows).

   The following Irish Americans have contributed significantly to the overall development of our American society. Students may investigate and write a brief biographical sketch on each:

   F. Scott Fitzgerald
   John O'Hara
   Eugene O'Neil
   George M. Cohan
   Thomas Cochran
   John McCormack
   Joseph E. Casey
   James A. Farley
   Frank Murphy
   Joseph Kennedy
   John F. Kennedy
   Robert Kennedy
   Edward Kennedy
   John L. Sullivan
   James Corbett

   Students may make a class book of outstanding Irish Americans and their accomplishments.

5. Students may prepare folktales for dramatization, teacher should assign parts to different students.

6. Have students write letters to pen pals who live in Ireland, or to newspaper editors concerning their feelings about issues relating to Ireland and Irish Americans.

Irish Americans

John L. Sullivan - Heavyweight champion

James Corbett - Heavyweight champion

F. Scott Fitzgerald - Writer

John O'Hara - Writer

Eugene O'Neil - Playwright

George M. Cohan - Song writer

Thomas Cochran - One of Franklin Roosevelt's closest aids

John McCormack - Congressman from Massachusetts

Joseph Casey - Congressman from Massachusetts

James A. Farley - Postmaster General under President Franklin Roosevelt's administration.

Frank Murphy - Served as Attorney General in President Franklin Roosevelt's cabinet and later was appointed to the Supreme Court.

Joseph P. Kennedy - Served as Ambassador to Great Britain

John F. Kennedy - Former President of the United States

Robert Kennedy - United States Attorney General

Edward Kennedy - United States Senator

LESSON: ITALIAN AMERICANS

General Objective:

To develop an understanding of, and appreciation for, Italian Americans through investigating their historical and cultural contributions.

Selected Activities:

Primary - Intermediate

1. Invite an Italian American to visit and talk to class.
2. Develop learning center around the climate, food and exports of Italy.
3. Have children collect pictures, stories, and poems relating to Italian-American culture. Children may display their collections, or develop individual booklets.
4. Where possible, let children visit Italian neighborhoods to observe Italian-American culture.
5. Assist students in preparing simple Italian meals, for example, Pizza or Spaghetti and meatballs.
6. Develop a unit around "How Italian Americans Help America." Their contributions in drama, music, art and education may also be studied. Students may listen to the music of people like Frank Sinatra and Perry Como.

Upper Elementary - High School

1. Students may do research in the following areas to find out the names and contributions of outstanding Italian Americans in the following fields:

   Government
   Science
   Architecture
   Literature
   Art and Music
   Religion

   (Students may share their findings in a class discussion.)

2. Assist students in developing a questionnaire to use in interviewing Italian Americans living in their neighborhoods or elsewhere. Questionnaire may center around: reasons for Italian migration to the United States, types of occupations they engaged in here, differences and similarities between Italian-American culture, and other American cultures; and the contributions of which Italian Americans are most proud.

3. Have students view the film by Andrew F. Rolle, The American Italians, Their History and Culture, California: Wadsworth Publishing Company, Inc., 1972, and "Little Italy" in the series "Immigration: The Dream and the Reality," Producer/Distributor: Schloat Productions, Tarrytown, NY.

4. Encourage students to collect newspaper and magazine articles, records, and pictures of Luciani Pavoroti and Frank Sinatra. They may also read the biographies of these men. Students may share their collections with the class through oral reports and bulletin board displays.

5. Students may write letters inviting Italian Americans to visit class.

6. Have students do research on Italian-American foods, prepare meals and visit an Italian-American restaurant.

7. Students may also do individual, or group research on religion and its effects on certain aspects of Italian-American lifestyle, for example, on marriage, birth control, etc.

8. Teachers and students may read the following books and then have discussions, debates or dramatizations based on them:

   Blood of My Blood: The Dilemma of The Italian Americans, New York: Doubleday, 1974, by Richard Gambino (High School).

   Italian Americans, New York: Random House, 1970, by Joseph Lapreato (High School).

   The Italian-Americans, New York: Twayne Publishers, 1971, by Luciano J. Iorizzo and Savatore Mondello (High School).

   An Album of the Italian Americans, New York: Franklin Watts, 1972, by Salvarote LaGumina (Upper-Elementary).

   Strangers at the Door, Riverside, Conn: Chatham Press, 1971, by Ann Novotny (All levels).

OUTSTANDING ITALIAN AMERICANS

Divide students into groups to do further research on Italian Americans in the following areas:

Government

Anthony Caminetti - Won seats on both state assembly and Senate, was also elected to U. S. House of Representatives.

Fiorello La Guardia - Three-term mayor of New York City; served as congressman for 14 years.

John Pastore - First Italian American state governor; first Italian American to become a Senator.

John Volpe - Governor of Massachusetts; later chosen by President Nixon to be Secretary of Transportation.

American Labor Movement

Luigi Antonini - Italian garment worker; later helped to establish the Tiny Liberal Party.

Anthony Scotto - Became president of an important union within the International

Longshoremen Association.

Science

Enrico Fermi - First physicist to perfect a nuclear chain reaction, also, father of atomic fission; won Nobel Price in physics; constructed first successful atomic pile, leading to a self-sustaining chain reaction which began the Atomic Age.

Bruno Rossi - Research in cosmic rays.

Emilio Segre - Nobel Prize in physics.

Salvador Luria - Nobel Prize in virology.

Guiseppe Bellanca - Aviation pioneer; designed and built the first trans-Pacific Monoplane.

Architecture and Sculpturing

Pietro Belluschi - Designed more than 1,000 buildings; his works include the Julliard School in Lincoln Center.

Beniamino Bufano - Sculptors for San Francisco.

Literature

Pietro Di Dnato - Christ in Concrete

Jere Mongine - Mount Allegro

Mario Puzo - The Godfather

Poets

John Cardi
John Fante
(Students may find poems written by these poets.)

Art and Music

Enricho Caruso
Antonio Scotti
(Students may find music and art by these people.)

Titta Ruffo
Giovanni Martinelli
Ezio Pinza
Luciani Pavoroti

Arturo Toscanini - conductor

Bandleaders
Russ Colombo
Guy Lombardo

Vocalists
Frank Sinatra
Perry Como
Vic Damone
Dean Martin
(Students may listen and share with class some of the records of these vocalists.)

Actors and Actresses
Rudolph Valentino
Frank Capra
Jimmy Durante
Anne Bancroft

Others

Amadeo Petro Ciannini - Founded the largest financial institution in the United States.

Generoso Popt - First Italian American millionare.

Lido Iacocoa - Became President of Ford Motor Company.

Mother Francesca Xavier Cabrini - Founder of the Missionary Sisters of the Sacred Heart, also first American citizen elevated to Sainthood.

The research may be culminated by a discussion of findings and a display of pictures, articles, records, books, etc.

LESSON: JAPANESE AMERICANS

General Objective:

To create an awareness of, and appreciation for, Japanese Americans or persons of Japanese descent in the United States and their cultural and economic contribution to America. To develop an understanding of the problems they faced as a minority group in a democratic society.

Selected Activities:

Primary - Intermediate

1. Discuss with students who have moved to another country or to another school, the concept of immigration. Let them suggest reasons from their experiences why people move. Ask them how they were treated when they moved to a new area, school, or country and how they treated or saw other people treat those who moved to their areas, school, or country.

2. Read to students or have them read the following stories and have discussions and/or dramatizations of the story/stories. Let children list good and bad things that happened in the story and suggest solutions to problems:

   Friends! Friends! Friends!, Glendale, California: Bowman Publishing Corp., 1967, by Ruth Jaynes (Primary).

   The Japanese American, Minneapolis: Lerner, 1967, by Noel L. Leathers (Intermediate).

   Executive Order 9066: The Internment of 110,000 Japanese Americans, San Francisco: California Historical Society, 1972, by Maisie Conrat and Richard Conrat (All levels).

   Myeko's Gift, New York: Abelard-Schuman, 1966, by Kay Haugaard (Intermediate).

3. Develop a unit on the following about Japanese Americans: food, clothes, occupations, language, religion. Invite Japanese American(s) to visit class to discuss topics and make displays. Have students develop questions to ask visitor(s). The students may also make class or individual books on above topics.

4. Students may study the similarities and differences between the Chinese and Japanese Americans.

5. Have students read or read to them folktales of ancient Japan from The Sea of Gold and Other Tales from Japan, New York: Scribner's, 1965, by Yoshiko Uchida (All levels). Students may note and discuss what these folktales tell them about Japanese Americans.

Upper Elementary - High School

1. Divide students into small groups and have them to research and do map study on the following concerning Japan: location, climate, major cities, industries, economics, education, culture and religion. Students may share their findings with classmates through oral reports, bulletin board displays, or other demonstrations. Students may also develop individual notebooks or classbooks on each, or all of the above topics.

2. Develop a unit on immigration. Introduce the unit by showing students one or more of the following films/filmstrips:

   "Guilty by Reason of Race." Producer/Distributor: NBC Educational Enterprises, New York, 1972.

   "Relocation of Japanese Americans: Right or Wrong?" Distributor: Social Studies School Service, Culver City, California, 1971.

   "Immigration: The Dream and the Reality." Producer/Distributor: Schloat Productions, Tarrytown, N. Y.

   After viewing films or filmstrips, ask students to write one short paragraph stating their reactions to it (them). Place these in box or hat, then divide students into small groups of four or five and have them select reactions at random. Each group should be asked to develop a written summary of reactions to be presented to class.

3. Develop task cards for students to work on the following:

   The Immigration Act of 1924

   The California Alien Land Laws which prohibited Japanese immigrants from owning or leasing land.

   The interment of Japanese Americans

4. a. Have students role play a session of Congress in which the Japanese Interment was debated.

   b. Read to students, or have them read, parts or all of the following books and have them write or illustrate their reactions with drawings:

      The Moved Others, Houton Mifflin, 1945, by Florence Mean.

      A Child in a Prison Camp, Marrow, 1971, by Takashima.

5. Take students on a trip to a Japanese-American community. When students return, let them discuss what they saw and learned.

6. Invite Japanese-American guests to discuss Japanese American contributions to the United States.

7. Have students collect articles dealing with the recent effort of the United States to compensate certain Japanese Americans during 1983 for the

injustices they or their families suffered several years ago.

8. Guide students to do research on the similarities and differences between Japanese-American culture and that of mainstream America.

9. Have students study Japanese folktales, poetry and music, then ask them to list things they learned about Japanese Americans.

10. The following Japanese Americans have made outstanding contributions in various fields. Students may do research and write a brief biographical sketch on each:

John Aiso	William Marutani
John Kiyoshi Hirasaki	George Matsumoto
Zenro Hiroto	Spark Masayuki Matsunaga
Daniel Ken Inouye	Pat Suzuki
Tomi Kanazawa	Yashiko Uchida
Saburo Kido	Donald K. Toriumi
Jin H. Kinoshita	Shinkichi G. Tajiri
Tommy Kono	

11. The following anti-oriental practices have greatly affected the economic, social, and political development of the Japanese American. Students may identify the following and write a short essay on their effects on the Japanese Americans:

    a. Anti-Japanese Meeting, San Francisco, May 7, 1900

    b. Newspaper Attacks - 1905

    c. Gentlemen's Agreement

    d. Alien Land Laws - 1913

    e. Pearl Harbour

    f. Hearst Newspaper Attack

    g. Relocation Camps

General Activities

Develop a file of "activity cards" or "job cards" that involve the students in various activities. These cards are especially appropriate for learning centers, supplements to class discussions, and individualized instruction. The cards may be 3" x 5" or 8½" x 11" in size.

Example

Traveling Through Japan

1. Draw a map of Japan.
2. Put in the major cities.

3. Put in the names of countries and bodies of water which are close to Japan.

4. Use the encyclopedia to answer these questions:

   a. What is the population of Japan?
   b. How big is Japan?
   c. How many languages are spoken in Japan?
   d. What is the primary language of Japan?
   e. What products is Japan specially known for producing?

Outstanding Japanese Americans

Kyutaro Abiko - Assisted Japanese immigrants through his San Francisco newspaper.

John Aiso - First Japanese American to be appointed a judge on the American mainland; appointed to Los Angeles Superior Court in 1953.

Mitsuye Endo - Successfully challenged the evacuation of Japanese Americans during World War II.

Samuel Ichiye Hayakawa - Famous semanticist, served on the faculty of several large universities; became President of San Francisco State College in 1968; also known as a jazz historian.

Gordon Hirabayashi - A Quaker, challenged the government's orders for evacuating Japanese Americans to concentration camps; later became professor of sociology in Canada.

John Kiyoshi Hirasaki - NASA manned Spacecraft scientist.

Zenro Hiroto - A pioneer Japanese missionary, appointed to found a Christian Church in Fresno, California in 1893.

William Hosokawa - Journalist; author of Nisei: The Quiet Americans.

Mamoru Iga - A psychologist; author of Changes in Value Orientation of Japanese Americans.

Daniel Ken Inouye - First Japanese Congressman - autobiography entitled Journey to Washington.

Tomi Kanazawa - Opera singer.

Saburo Kido - Leadership in the cause of his people.

Jin H. Kinoshita - Research in opthalmology; pioneered research in the foundation of "sugar" cataracts. This research has paved the way for the prevention and treatment of the disease.

Harry H. L. Kitano - a sociologist.

Tommy Kono - Japanese American weight lifter; won olympic titles in 1952 and 1956.

Fred T. Korematsu - Challenged constitutionality of wartime evacuation of Japanese.

Ben Kuroki - Flyer in World War II; biography entitled Boy From Nebraska (portrayed the joys and trials of growing up as a Japanese American).

William Marutani - First Japanese-American lawyer to argue and win a case before the Supreme Court.

Mike Masaru Masaoka - Worked for the repeal of oppressive legislation.

George Matsumoto - Outstanding designer and architect.

Shigemi Matsumoto - Opera singer and only Japanese-American member of San Francisco Opera Company.

Spark Masayuki Matsunaga - Leadership in Congress representing Hawaii.

Patsy Takemoto Mink - First Japanese-American member of Congress.

Shotaro Frank Miyamoto - Sociologist at University of Washington.

Isamu Noguichi - Outstanding sculptor; designed tomb of John Kennedy in Arlington Cemetery.

Thomas T. Omori - Scientific work in the field of missiles.

Pat Suzuki - Actress and singer.

Shinkichi G. Tajiori - World famous sculptor.

Togo William Tanaka - Editor of professional publications.

Minoru Tsutsui - Field research in organometallic chemistry.

Yashiko Uchida - Brought Japanese folklore to American children.

Caesar Uyesaka - Leadership in civic affairs.

Newton Uyesugi Wesley - Experimentation in optometry.

Minoru Yasui - Civil rights leader.

LESSON: JEWISH AMERICANS

General Objective:

To create an awareness of the Jewish-American culture in America. To develop an understanding and appreciation for the Jewish American through the investigation of their culture, religion, and contributions.

Selected Activities:

Primary - Intermediate

1. Create a learning center around Jewish-American food, family, music and religion. Have students collect pictures and articles about Jewish Americans.

2. Read Jewish folktales to children and have them discuss what the folktales tell them about Jewish-Americans' culture.

3. Have children dramatize folk- and fairytales.

   Two excellent resources are:

   a. One Hundred Favorite Folktales, Bloomington: Indiana University Press, 1968, by Stith Thompson (All levels).

   b. Folk and Fairytales From Around the World, New York: Dodd, Mead and Co., 1970, by Ethna Sheehan, (All levels).

Upper Elementary - High School

1. Have students view the film "Who Are the American Jews?" Producer/Distributor: Anti-Defamination League of B'nai B'rith, New York, NY. (This film is a study of American Jewish community.) Students may write or discuss their reactions to the film.

2. Ask students, or groups of students to prepare reports on the following topics on Jewish Americans and present the reports to the class: family-life, marriage, religion, art, music and dance and education. An excellent resource besides the Encyclopedia is: Jewish Americans: Three Generations in a Jewish Community, Englewood Cliffs, N. J.: Prentice-Hall, 1968, by Sidney Goldstein and Calvin Goldschieder.

3. Have students read, or read to them, the book, A Golden Treasury of Jewish Tales, translated by Murray Roston, New York: Dodd, Mead and Co., 1966. Let students discuss important aspects of Jewish culture revealed in these folktales. Students may also dramatize folktales or construct collages dipicting them.

4. The following Jewish Americans have made outstanding contributions to America. Students may do research on each individual and write a brief biographical sketch on each:

Dr. Joseph Goldberger	Albert Einstein
Dr. Casimir Funk	Benjamin Cardozo
Dr. Bela Schick	Felix Frankfurter
Dr. Selman Waksman	Simon Guggenheim
Jonas Salk	Benjamin Jones
Dr. Albert Sabin	Herbert Lehman
Harold Urey	Jacob Javits
Albert Michelson	Joseph Pulitzer
Isidor Rabi	

Students may do research and make a classbook of the contributions of outstanding Jewish Americans. Along with this assignment, have students read An Album of the Jews In America, New York: Franklin Watts, 1972, by Yuri Suhl. (This book deals with the contributions Jews have made to American life.)

5. Have students compare the christian calendar with the Jewish calendar. Let them note important religious holidays on both. For example, Christmas and Hanukkah, New Year and Ros Hashanah.

6. Encourage students to do research on the history and meaning of Jewish religious holidays.

7. Have groups of students do research on various aspects of the Holocaust. Students may share their research with the class. They may also invite Jewish-Americans who escaped the Holocost to discuss it with the class.

8. Have students draw maps of the United States and indicate areas where there are heavy concentrations of Jewish Americans. Let them also note what is characteristic about such areas.

Outstanding Jewish Americans

Medicine

Dr. Joseph Goldberger - Discovered the cause of and cure for pellagra.

Dr. Casimir Funk - Discovered vitamins.

Dr. Bela Schick - Discovered a test for diphtheria.

Dr. Selman Waksman - Nobel Prize for work in antibiotics.

Drs. Jonas Salk and Albert Sabin - Developed vaccines against polio.

Science

Harold Urey - Nobel Prize in chemistry.

Nobel Prizes in Physics:
- Albert Michelson
- Isidor Rabi
- Albert Einstein

Government

Supreme Court Justices:
- Benjamin Cardozo
- Felix Frankfurter

Congressmen and Senators:
- Simon Guggenheim
- Benjamin Jones
- Herbert Lehman
- Jacob Javits

Other

Joseph Pulitzer - Leading newspaper publisher.

Teacher may ask students to do research to discover other outstanding Jewish Americans and note their contributions in various fields. Students may make booklets or display their findings on bulletin boards.

LESSON: KOREAN AMERICANS

General Objective:

To assist students in acquiring understanding of, and sensitivity to, Korean culture and appreciation for Korean-American contributions to American culture.

Selected Activities:

Primary - Intermediate

1. Introduce students to the concept of "Immigration." Ask students if their family ever moved from one house, city, state or country to another. Record response on tape or chalkboard.

2. Ask students "why" their families moved. List reasons on chalkboard. Reasons may include, "My dad got a better job," "My parents divorced," "We moved to be closer to relatives," "My dad lost his job." Guide students in grouping and classifying reasons why people move. Discuss them.

3. Encourage students to explore through reading books, magazine articles, encyclopedia and interviewing parents and other adults (including Korean Americans), writing to the Korean embassy or United Nations to find out the following:

   Why Koreans immigrated to America.
   Where do most of them settle? Why?
   What kinds of jobs do they do here?
   How is America different from Korea (in terms of climate, food, schools, etc.)?
   What do Koreans like or dislike about America?

   A learning center may be created around each or all of the above questions.

4. Have students collect labels of things "made in Korea," organize them under different headings, for example, toys, clothing, tools, etc., and display them in individual books or as a group poster project.

5. Invite Korean Americans to visit class to discuss and display Korean foods, utensils, art, clothing, including material dress, and flag. Have students write individual or group story/stories about what they learned from the visitor.

Upper Elementary - High School

1. Have students research the following topics as individuals, small groups, or as an entire class project:

   a. The political, social and economic conditions in Korea at the time when most of the Koreans immigrated to the United States.

   b. The Immigration Act of 1924.

c. Kinds of problems Koreans face when they came to America.

d. Differences and similarities between Korean and American culture, for example, ceremonies (marriage, birth, death), manners, family relationships, greetings, dating and courting and philosophy of life.

2. Encourage students to form groups and develop Korean projects related to Korean music, dance, arts, sports, and food. Provide opportunity for students to share projects with classmates, as well as entire school.

3. Have each student develop a "Korean Booklet" in which students publish poems, essays, and drawings by students, and articles and pictures obtained from brochures, magazines, lables, and newspapers. Have a "Korean Day" on which students display their booklets and give brief reports.

4. Where possible, take students on a trip to a Korean community to visit points of interest. Encourage students to develop lists of things to look for and questions to ask. Let them also take a note pad on which to write their observations.

5. Have students write letters requesting Korean Americans to visit class. Students may include a list of topics which they would like perosns to discuss and objects and articles that the visitors may bring to the class. Teachers may work with students to have a Korean American teach them how to say "good morning/afternoon," "Welcome," and "Thank you" in Korean. These expressions may be used to communicate with Korean American visitor(s). Students could subsequently write group or individual reports on what they learned from the guest speaker.

6. Encourage students to develop charts showing products we buy from, and sell to Korea, and why. They could also indicate currency used in each country and the difference in exchange.

7. Have students draw a map of the United States and indicate where most Korean Americans live.

8. Develop task cards to explore the following:

a. Differences and similarities between North and South Korea in reference to government, economy, population, climate, and industries.

b. The section of Korea from which most Korean Americans come and why.

c. Outstanding Korean Americans.

d. Contributions of Korean Americans to America.

LESSON: MEXICAN AMERICANS

General Objective:

To create an awareness of the existence of Mexican Americans. To develop an understanding of Mexican Americans culture and contributions to the United States.

Selected Activities:

Primary - Intermediate

1. Read to students, or have them read one or more of the following stories:

   a. Graciela: A Mexican-American Child Tells Her Story, New York: Franklin Watts, 1972, by Joe Molnar (Intermediate).

   b. Cesar Chavez, New York: Crowell, 1970, by Ruth Franchere.

   c. Soy Chicano: I Am Mexican, American, Mankato, Minn.: Creative Educational Society, 1970, by Bob and Lynne Fitch (Intermediate).

   d. The Two Uncles of Pablo, Harcourt, Brace, Govanovich, 1959, by Harry Behn (Primary).

   e. The New Life - La Vida Nueva, New York: Dodd, Mead and Co., 1971, by Arnold Dobrin (Intermediate - High School).

   Discuss with students the life of a migrant worker. Let students list things that different members of the family do, and how they help one another.

   Students may also list and discuss other things they learn about this group from the stories. They may also list ways in which this group has helped America.

   Create a learning center around the Mexican-American family, clothes, food, and occupations, etc.

2. Encourage students to collect articles and pictures dealing with Mexican American food and clothes. These may be displayed in the classroom.

3. Have students visit a Mexican restaurant or prepare a Mexican meal.

4. Invite Mexican-American migrant workers to visit class. Teachers and students may prepare questions to be answered by guest.

Upper Elementary - High School

1. Develop a unit based on the following aspects about Mexican Americans:

   Working as migrants
   Problems and aspirations of migrant workers.

Family structure
Lifestyle
Education

The following films may be included in the unit:

a. "Children of the Fields." Producer: Bobwin Associates, Inc. Distributor: Xerox Films, Middletown, Conn.

b. "Chicano." Distributor: BFA Educational Media, Monica, California, 1971.

c. "Mexican Americans: Invisible Minority." Distributor: Indiana University Audio-Visual Center.

d. "Mexican Americans: Quest for Equality." Producer/Distributor: Anti-Defamation League of B'nai B'rith, New York, N.Y.

Have students view films, do research, collect pictures, articles and poems. Students may develop debates around the issues presented in the films, role play certain aspects, writer immaginary stories, e.g. "I'm Chicano: I Work in the Tomato Fields" or "A Day in the Life of a Migrant Worker," and present oral reports on their findings and also share their stories with classmates.

2. Have students collect Mexican recipes, prepare a meal, and compare and contrast Mexican-American foods and food preparation with that of other groups of Americans. Students may also visit Mexican-American restaurants.

3. Have students draw a map of North America and indicate Mexico and also areas where Mexican Americans have settled in the United States.

4. Encourage students to read Mexican-American folktales and then compare them to other folktales they have read. Comparisons may be done in terms of the themes, style and mood. Students may also make outlines showing what they learn about various aspects of Mexican-American life.

5. Have students read, discuss and present oral reports and demonstrations on the following books:

a. The Mexicans in America, Minn.: Lerner Publications, 1973, by Jane Pinchot.

b. Mexican Americans: Past, Present and Future, New York: American Book Company, 1969, by Julian Nava.

c. Cultures and Conflicts: Problems of the Mexican American, New York: Charter School Books, 1970, by Ruby Acuna.

d. Barrio Boy, Notre Dame, Ind.: University of Notre Dame Press, 1971, by Ernesto Galarza.

e. Los Chicanos: An Awakening People, El Paso, Texas: Western Press, 1970, by John Haddox.

f. Maria Luisa, New York: J. B. Lippincott, 1971, by Winifred Madison.

6. To assist students in gaining better understanding of the problems of Mexican American migrant workers, have a group of students read and dramatize The Life Story of the Mexican Immigrant, New York: Dover Publications, 1971, by Manuel Gamio.

7. Have students research and write an essay on "Mexican American Contributions to the United States."

8. The following Mexican Americans have made outstanding contributions in various areas. Students may investigate and write a brief biographical sketch of each.

Cesar Chavez	Jose Limon
Dr. George I. Sanchez	Patrocino Barela
Henry Gongales	Vikki Carr
Joseph M. Montoya	Trini Lopez
Edward R. Roybal	Eddie Cano
Leopaldo Sanchez	Anthony Quinn
Jesse Guerra	Richard Pancho Gangales
Francisco Bravo	George Heveta

9. Students may do research in the library on the following terms and write a report on each:

Native Creoles	Mexican Mestizos
Native Mestizos	Mexican Indians
Native Indians	Mexican Creoles

The word "rodeo" is a Spanish word meaning "to drive into a cycle." The Spaniards and Mexicans gave us the "rodeo". It dates back to the missions and ranchos of the West. Students may investigate the history of the Spanish and Mexican missions and ranchos in the development of the "rodeo".

Our flourishing cattle industry today has a rich Spanish-Mexican heritage. Students may investigate the history and development of the cattle industry in Texas and list the Spanish-Mexican contributions.

Outstanding Mexican Americans

Education

Acuna Rudolph - Provided leadership in the development of Mexican-American Studies Programs.

Artuor Y. Cabrera - Professor of Education at California State College at San Jose and author of Schizophrenia in the Southwest and Chicano Voice is Being Heard.

Eugene Gonzales - Provided leadership in the development of educational programs for Mexican-American youth and adults.

Ralph Guzman - Author and lecturer in Mexican-American affiars.

Julian Nova - Professor in History Department at San Fernando Valley State College and serves as member of Board of Education of the Los Angeles City Schools; author of Mexican Americans: Past, Present and Future.

Uvaldo H. Palomares - A clinical psychologist, Dr. Palomares is nationally acclaimed

as a lecturer on effective education and minority problems.

Carlos Rivera - Pioneer work in the field of bilingual education.

Vidal Rivera, Jr. - Provided leadership in improving the educational plight of Mexican Americans.

John A. Rosales - First Mexican American to be elected to any public office in Pueblo, Colorado. Many ordinances which were unfavorable to the disadvantaged were reviewed and repealed through the efforts of Rosales.

George I. Sanchez - One of the nation's foremost experts on the educational and social problems of spanish-Mexican minority groups in the United States.

Medicine

Luis Valentine Amador - Provided leadership in spastic paralysis research.

Francisco Bravo - Founded a free medical clinic in Los Angeles; director and organizer of the Medical Program for Mexican Braceros; membership in the Governor's Committe on the Employment of the Handicapped; has served as medical examiner for the state athletic commission; member of the Board of Police Commissioners, and on the city charter revision committee.

Reynaldo J. Carreon, Jr. - Founded the United States Committee of the World Medical Association.

Civil Rights

Cesar Chavez - Founded the National Farm Workers Association in 1962.

Ernesto Galarza - As Chief of the Division of Labor of the Pan American Union, Dr. Galarza was able to exert leadership in bringing about change for farm laborers.

Bert N. Corona - A pioneer in the areas of social reform and educational opportunity for Mexican Americans.

Sports

Richard "Pancho" Gonzales - Won his first tennis championship at age nineteen; became a member of the United States team that won the Davis Cup by defeating Australia; the World Professional Champion in tennis from 1954 to 1962.

Lee Trevino - One of the top golfers of the world; won the United States Open in 1968.

Danny Villanueva - Played with the Dallas Cowboys and the Los Angeles Rams.

Entertainment

Vikki Carr - Outstanding singer.

Trini Lopez - World famous Mexican American entertainer as singer and guitarist.

Ricardo Montalban - Actor

Anthony Rudolph Quinn - Outstanding Actor

Politics

Dennis Chavez - Elected to the United States Senate from New Mexico and served for twenty-five years.

Eligio De La Garza - Served for twelve years in the Texas House of Representatives and was elected to Congress in 1964.

Henry Gonzales - Elected to the San Antonio City Council in 1953 and subsequently became major pro-tem, the first Mexican American in the Texas Senate since 1846 and Congressman.

Edward R. Roybal - Elected to Congress in 1962.

LESSON: NATIVE AMERICANS

General Objective:

To assist students in developing an awareness of, and appreciation for, the American-Indian culture; and to develop an understanding of the problems the American Indians face as citizens in the United States.

Selected Activities:

Primary - Intermediate

1. Develop a learning center based on the American Indian - their food, dress, occupations, and religion. Students may interview Indians in their neighborhood, collect pictures and articles, select library books and read them, write letters asking for information or inviting someone to visit and talk to the class. Subsequently, students may share information with class and also participate in displaying collections on the bulletin boards or other places in the classroom.

2. Develop a unit around the American-Indian family life. As part of the unit, read to children, or have them read the following:

   a. Annie and the Old One, Boston: Little, Brown, 1971, by Miska Miles.

   b. Arrow to the Sun: A Pueblo Indian Tale, New York: Viking Press, 1974, by Gerald McDermott (Primary).

   c. The Story of Haida, New York: Putnam, 1972, by Marion E. Gridley (Intermediate).

   d. My Mother's House, New York: Viking, 1941, by Nolan N. Clark (Primary).

   e. Salt Bay, Boston: Houghton, Mifflin, 1968, by Mary Perrine (Intermediate).

3. Have students learn about American-Indian cooking and prepare a variety of Indian dishes. An excellent resource book is The Art of American Indian Cooking, Garden City, N. Y.: Doubleday, 1965, by Yeffe Kimball and Jean Anderson (All levels).

4. Have children learn and play American-Indian games. A collection of 150 games played by American Indians long ago is found in The Book of American Games, New York: Association Press, 1958, by Alan A. Macfarlan.

Upper Elementary - High School

1. a. The students may draw a map of the United States and locate the historical site of the following Indian tribes:

Nipmuc	Comanche	Washa
Mohawk	Arapaho	Mohegan
Wappinger	Onandaga	Yakima
Iroquois	Holdimand	Manhattan
Oglechee	Lokotas	Tarahumara
Pueblos	Narragansett	Aboriginal
Tecumseh	Muckleshoot	Ottawa
Pawnee	Ponca	Hurons
Santee	Metis	Ermineskin Creek
Sioux	Nisqually	Passamaquoddy
Shawnee	Piegan	Menominee
Lumbees	Klickitat	Cajuga
Geronimo	Tuscarora	Hubema
Apache	Wampanoag	Matoonas
Seneca	Tobias	Navajos
Chippewa	Muttachunanno	Susquehanocks
Puyallup	Wampapaguan	Opechancunough
Cherokee	Seminole	Low Creeks
Kiowa	Carghnawaga	Paugus
Yavapai	Winnebago	Oglala
Cheyenne		

b. Each student may be asked to do research, collect articles and pictures, conduct interviews (where possible), and present oral and/or written reports to the class on four of the tribes.

c. Students may also write and perform plays or skits on their favorite tribe.

d. This unit may be culminated with a class presentation (to the entire school on American-Indian Day), of plays, skits and materials collected.

2. American Indians were the original inhabitants of this land which we now call the United States. When Columbus arrived, there were more than 1,000 distinct Indian tribal groups in the United States. By the 1890's, however, most of the Indians were forced to live on reservations.

Students may investigate the above statement and write a brief essay in response to the following:

a. What is a reservation?

b. Describe life for the Indians on the reservation.

c. What were the advantages and disadvantages of life on the reservation for the American Indian?

d. Who controls each Indian reservation? Describe the organization.

e. What Indian reservations were established in Virginia?

3. a. Indians from Alaska to Cape Horn differ in both language and customs. Even the term "redskin" is a misnomer, for the Indian skin

ranges from coppery brown to yellowish brown. Indians are believed to have originated in Asia, spreading to the Western Hemisphere and becoming different as they adapted to the various environments of plains, woodlands, coasts, deserts, canyons, and mountains.

Students may do research on the following Indian-American tribes and write an essay on the customs, tribal dances, feasts, and celebrations of each:

Eastern Woodland Area - Mohawk

Great Lakes Woodland Area - Shawnees

Southeastern Area - Cherokees

North Central Plains Area - Shoshone

South Central Plains Area - Camanche

Southwest Area - Navajo

California Area - Yahi

Northwestern Plateau Area - Eskimo

b. The class may discuss the cultural commonalities and differences of the above Indian tribes.

Have students view and discuss the following films/filmstrips:

"Indian Cultures of the Americas," Producer/Distributor: Encyclopedia Britanica Educational Corporation, Chicago, Ill.

"The American Indian: A Study in Depth," Producer/Distributor: Schloat Productions, Tarrytown, N. Y.

4. Students may investigate and list the contributions of each of the following:

Jay Silverheels	James C. Ottepoby
Joseph Brant	La Donna Harris
Tecumseh	Harrison Beagay
Amanda Crowe	Fred Steven, Jr.
Cher Bono	Osjo Uajo
George P. LaVatta	Joseph (The Young)
Sacagawea	Amos Lewish Wallace

5. Have students study American Indian cooking and prepare different dishes (use source book suggested under "Primary - Intermediate").

6. Where possible, have students visit American-Indian reservation. Teacher may assist students in preparing questions to ask during visit.

7. Divide class into small groups and have each group read the following books

and make oral reports and/or dramatize what they have learned. They may use pictures to illustrate their reports:

a. Before You Came This Way, New York: E. P. Dutton, 1969, by Byrd Baylor (All levels).

b. Man Comes to America, Boston: Little, Brown, 1973, by Harold Coy (High school).

c. Only the Earth and Sky Last Forever, New York: Harper and Row, 1972, by Nathaniel Benchley (Upper Elementary).

d. Exkimo Songs and Stories, New York: Delacorte Press, 1973, by Edward Field (High school).

e. People of the Dream, New York: Farrar, Strauss and Giroux, 1972, by James Forman (Upper elementary).

f. The Art of the North American Indian, New York: Harper and Row, 1964, by Shirley Glubok.

g. Indian Music Makers, New York: William Morrow, 1967, by Robert Hofsinde (All levels).

h. Indian Festivals, New York: Crowell, 1969, by Paul Showers (All levels).

i. Apache Chronicle: The Story of the People, New York: World Publishing, 1972, by John U. Terrell (High school).

Outstanding Native Americans

Government

Narciso Abeyto (Navajo) - An interviewer/interpreter for the New Mexico State Employment Commission since 1952; a member of the American Legion and the International Association of Personnel in Employment Security since 1953.

Robert L. Bennett (Oneida) - Appointed by President in 1966 as head of the Bureau of Indian Affiars, the first Indian in the century to hold this position; has done much to develop training programs for Indian youth and veterans.

Louis R. Bruce, Jr. (Mohawk-Oglala Sioux) - Appointed commissioner of the Bureau of Indian Affairs in 1968 by President Nixon; served as New York State Director of Indians under the National Youth Administration from 1935-41; a delegate to the White House Conference on Children and Youth in 1940, 1950, and 1960.

Darrell Fleming (Cherokee) - Awarded a Presidential citation in 1964 in recognition of his outstanding contributions to greater economy and improvement in government operations; assistant area director for the Bureau of Indian Affairs, Minneapolis, Minnesota.

Barney Old Coyote (Crow) - Special Assistant to the Secretary of the United States

Department of Interior since 1964; promoted education and participation in activities at the local, state, and national levels for Indians and young people of all races.

Politics

Dolly Smith Akers (Assiniboine) - Elected to Montana Legislature in 1932, the only women legislator and the first women to be elected.

William J. Hensley - Has served in the State legislature of Alaska since 1966; Chairman of the Governor's Native Land Claims Task Force and a member of the National Council on Indian Opportunity.

Frank Peratrovich (Tlingit) - An Alaskan lawmaker, having served in Territorial and State Legislatures since 1944; president of the Senate and Chairman of the Legislative Council; Vice-President of the Alaska Constitutional Statehood Convention in 1955; re-elected to the House of Representatives in 1968.

Benjamin Reifel (Brule Sioux) - A member of the United States House of Representatives from South Dakota.

Robert L. Owen (Cherokee) - A member of the Democratic National Committee from 1892 to 1896; elected to the United States Senate from 1907 to 1927.

Music and Art

Arthur Douglas Amiotte (Oglala-Teton Sioux) - Anm artist/teacher since 1964, having taught art education at Northern State College, Aberdeen, South Dakota and presently teaches in the Porcupine Day School on the Pine Ridge Reservation in South Dakota.

Harrison Begay (Navajo) - An outstanding Navajo artist.

Cher Bono (Cherokee) - Recording and singing star.

Johnny Cash (Cherokee) - Country music singer.

Albert Stewart (Chickasaw) - A successful concert and platform artist.

Buffy Saint Marie (Cree) - Well-known recording artist and contemporary folk singer; an authority in North American Indian music and folklore.

Goingback Chiltoskey (Cherokee) - One of the foremost woodcarvers in the country.

Woodrow Crumbo (Potawatomie) - One of the top Indian artists of today, has spent much time discovering and promoting Indian talents and in educating the public on Indian art.

Wayne Wolf Robe Hunt (Acoma Pueblo) - Silversmith, artist, author-illustrator, lecturer, Indian dancer, and businessman; one of the first of his people to attend high school; became a highly successful interpreter of Indian songs and dances.

Brummett Echohawk (Pawnee) - On the staff of the Sooner State Studios, a film animation concern in Tulsa, Oklahoma. He is an artist, cartoonist, and illustrator who has contributed to Blue Book, Popular Mechanics and other magazines.

Amanda Crowe (Cherokee) - A woodcarver of rare ability, earned her way through college through her woodcarving skills and by teaching art during the summer months.

Education

Ned A. Hatathli (Navajo) - The first Indian president of the Navajo Community College at Mary Farms, Arizona; the first Indian-established institution of higher education in modern times.

N. Scott Momaday (Cherokee-Kiowa) - Professor of English and Comparative Literature at Stanford University; won the Pulitzer Prize in 1969 for his novel House Made of Dawn.

Chabah Davis Watson (Navajo) - Showed an early interest in piano and learned to play without help. When in the tenth grade, she did substitute teaching in music classes and in regular classes although she had neither a diploma nor a teaching certificate. In 1966 she was honored by the United States Bureau of Indian Affairs with the Continuous Service Award for thirty years of dedicated work with the Navajos; also recieved the special Commendation Medal.

Evelyn Yellow Robe (Brule Sioux) - A member of the faculty of Vassar College for eight years; served on the staff of the Northwestern University Medical School; honored with the Indian Achievement Award of the Indian Council Fire in 1946.

Tribal Affairs

Sam Ahkeah (Navajo) - Best known for the leadership given his people through the Navajo Tribal Council; established the Navajo Tribal Scholarship Fund; during his chairmanship in Navajo Tribal Council, the Navajos gained in health facilities, housing and management.

Angela P. Butterfield (Shoshone-Bannock) - Served two terms on the Shoshone-Bannock Tribal Council; was executive director of the Affiliated Tribes of Northwest Indians; secretary of the Idaho Governor's Indian Advisory Council, and a member of the Governor's Comprehensive Health Planning Council.

Paul Jones (Navajo) - Served as Chairman of the Navajo Tribal Council; district supervisor for the Bureau of Indian Affairs, and as interpreter and liaison between the Navajo people and the Federal government; served as professor on staff of the Navajo Community College at Many Farms, Arizona.

Leo John LaClair (Muckleshoot) - Active member on the committee for Educational Opportunities for American Indians and Alaska Natives; active member of the National Association of Intergroup Relations and the National Youth Council.

Edward LaPlante (Chippewa) - Has worked for the introduction of legislation to establish a standing Indian Committee in the Wisconsin State Legislature comprised of members of five principal tribes of Wisconsin; named to the National Hall of Fame for Famous American Indians at Anadarko, Oklahoma.

Ronnie Lupe (Apache) - Has successfully implemented economic programs on the reservation which have kept his people in the forefront of his tribes' rapid move toward political and economic independence.

LESSON: POLISH AMERICANS

General Objective:

To create an awareness of the existence of Polish Americans or persons of Polish descent in our American society, and a sensitivity to their culture and contributions to the United States.

Selected Activities:

Primary - Intermediate

1. Develop "task cards" with questions and directions for activities on Polish songs, holidays, foods, games (e.g., chess) and family relationships. Students may work individually or in small groups to gather information, pictures, stories and articles on each of the above. An excellent book (dealing with the above) which the students may read, or have read to them, is Up the Hill, Garden City, New York: Doubleday, 1942, by Marguerite DeAngeli.

2. Have students read, or read to them fairy and folktales from Poland. Students may dramatize their favorite. They may also write stories or paint or draw pictures illustrating tales (see the delightful collection found in Folk and Fairytales from Around the World mentioned previously).

Upper Elementary - High School

1. Have students read current books and magazine and newspaper articles on Poland and then write essay on differences and similarities between the Poles living in Poland and the Polish Americans, in terms of government, freedom of speech, economic conditions, etc. The following books are good resources:

   The Poles in America, Minneapolis: Lerner, 1969, by Joseph A. Wytrwal.

   From Many Lands, New York: Athenum, 1970, by Alberta Eiseman.

2. On September 25, 1608, the first ethnic minority group arrived in America in the English colony, Jamestown. These persons were Poles and they came, six of them, in response to Captain John Smith's plea to the settlement's bosses in London to send persons who "knew how to swing an axe and fire a furnace." Later, Captain John Smith said these men saved the Jamestown colony.

   a. Given the above information, students may do research in the library, individually or in groups of not more than four, on the early James-town settlement. They may write a paper offering explanations in support of Captain John Smith's statement that the Poles had saved the English colony, Jamestown.

Later the Poles experienced their first difficulty as an ethnic minority

group in American . As a result of this encounter, the Poles became the first in two other areas in American history in addition to having been the first ethnic minority group in America.

b. Students may do research in the library, individually or in groups of not more than four, and list the areas in which the Poles encountered difficulties and the two areas in which they became the initiators.

The Polish immigrants were an important asset to New Amsterdam, the Dutch colony which later became New York.

c. Students may do research in the library on the early Dutch New Amsterdam colony in America and list the skills and crafts of the Poles which were vital to the development of the colony.

d. The following Polish immigrants made important contributions to America. Students may do research and write a brief biographical sketch on each of the following:

Dr. Alexander Korkush
Anthony Sadowski
Kazimierz Pulaski
Tadeusz Kosciusko

A field in which Polish Americans have always done well in is sports.

e. Students may do research on sports and list the names of those Polish Americans and the sports in which they excelled.

3. Students may make a classbook tracing the history of Polish Americans from 1608 to the present.

4. Students may read fairytales and folktales and then list what they learn about Polish American culture from them.

Outstanding Polish Americans

DATE: September 25, 1608

PLACE: Jamestown Colony in Virginia

Six Polish immigrants came to the English colony of Jamestown in Virginia as laborers. They were the first ethnic group to arrive in America after the arrival of the English.

EVENT: American Revolution
Many Poles came to America just to fight in the American Revolution. Among them were Kosciuszko and Kazimierz Pulaski; both became great national heroes.

EVENT: Civil War

The military skills of the Poles were valuable assets to their new homeland - America. Nearly 300 served on the Union side of the Civil War.

Dr. Alexander Korkush: chosen to head New Amsterdam's first institute of higher learning in 1659.

Anthony Sadowski: Changed his name to Jonathan Sadowski upon his arrival to America, set up a trading post near the western end of Lake Erie to buy furs from the Indians. Today the city of Sadowski, Ohio stands there.

Two of Sadowski's sons later explored Kentucky with Daniel Boone and with Boone founded Harrisburg, Kentucky's first settlement.

A field in which Polish American have always done well is sports.

Baseball

Stan Muzio - St. Louis Cardinals
Ted Koyluske - Cincinnatti Reds
Ed Lopath - N. Y. Yankees
Carl Ystrimski - Boston Redsocks

Football

Bronco Ngurski - Chicago Bears
Johnny Unitas - Baltimore Colts

Students may research to find other outstanding Polish Americans and discover their contributions to various aspects of American life.

LESSON: PUERTO RICAN AMERICANS

General Objective:

To help students develop sensitivity to, and understanding of, Puerto Rican Americans and their contributions to America.

Selected Activities:

Primary - Intermediate

1. Read to students, or have them read the following books, then have students engage in discussions, collect pictures and articles, write stories or poems, and list things they learn about Puerto Rican Americans from the books:

   a. Getting to Know Puerto Rico, New York: Coward-McCann, 1967, by Francie Rollins (Primary).

   b. Getting to Know Puerto Rico, New York: Coward-McCann, 1955, by Regina Tor (Intermediate).

   c. Maria and Ramon: A Girl and Boy of Puerto Rico, New York: Alfred A. Knopt, 1966, by Warren G. Schloat (Intermediate).

   d. Casa Means Home, New York: Holt, 1970, by Nardi R. Campion (Intermediate).

   e. The Boy Who Wouldn't Talk, Garden City, New York: Doubleday, 1969, by Lois Kalb Bouchard (Intermediate).

   f. Little Man In the Family, New York: Delacorte, 1972, by John Shearer (All levels).

   g. They Call Me Jack: The Story of a Boy From Puerto Rico, New York: Pantheon, 1973, by Sandra Weiner (All levels).

2. Map study. Involve students in studying the map of Puerto Rico. Let them note the mountains, rivers, cities and body of water which surrounds it. Students may also define "island," study the climate, food and dress of Puerto Rico and compare these with those Puerto Ricans on mainland America.

   Students may list ways in which Puerto-Rican Americans differ from other Americans, they may also list things a Puerto-Rican American child may miss in Puerto Rico and those he may like or dislike about the mainland.

3. Read one of the following folktales to students and then discuss with them what it tells them about Puerto-Rican American culture:

   a. The Three Wishes, Harcourt, Brace, Jovanovich, 1969, by Ricardo E. Alegria.

b. Dance of the Animal, Warne, 1973, by Pura Belpre.

c. The Tiger and the Rabbit, Lippincott, 1965, by Pura Belpre.

Upper Elementary - High School

1. Direct students to view the film, "Island in America" (Producer/Distributor: Anti-Defamation League of B'nai B'rith, New York: NY), then have students write essay on what they learn about the culture, social and economic life of Puerto Rican Americans from the film.

2. Have each student do a report on one of the following about Puerto Rico: population, language, climate, religion and family relationships.

   Students may also compare and contrast Puerto Rico and the other states of the United States. They may also do the same with Puerto Rican Americans and other immigrants.

3. Have students collect articles, pictures, and brochures on the Puerto Ricans in New York. They may give oral or written reports on their findings.

4. Students may investigate and find answers to the following questions and write a brief descriptive on the Puerto Rican ethnic group.

   a. What unique factor distingulshes the Puerto Ricans from all other immigrants to the United States?

   b. Puerto Rico became a Commonwealth in 1952. What does this mean?

   c. There is a continual flow of Puerto Ricans back and forth between the island of Puerto Rico and the mainland. What is the reason for this?

   d. What racial groups make up the Puerto Rican ethnic group?

5. Have students do research on outstanding Puerto Rican Americans and their contributions to American culture.

6. Have students read one or more of the following books and develop posters, classbooks, write articles and reports on problems encountered by Puerto Rican Americans on the mainland, Puerto Rican American lifestyle, and the history of Puerto Rico:

   a. The Island of Puerto Rico, New York: Lippincott, 1968, by David Bowen, Jr. (Upper elementary).

   b. Puerto Ricans: From Island to Mainland, New York: Julian Messner, 1969, by Arlene Harris Kurtis (Intermediate).

c. Hello Puerto Rico, New York: Grossett and Dunlap, 1972, by Morris Weeks, Jr. (Upper elementary).

d. Summer in the City, New York: Kenedy and Sons, 1968, by Mary Cole (High school).

e. The Puerto Ricans in America, Minneapolis, Minn.: Lerner Publications, 1973, by Ronald J. Larsen (Upper elementary).

f. Down These Mean Streets, New York: Signet, 1967, by Thomas Piri (High school).

g. An Album of Puerto Ricans in the United States, New York: Franklin Watts, 1973, by Sutart Brahs (Upper elementary).

Outstanding Puerto Ricans in The United States

July 25, 1898 Spanish American War; United States makes Puerto Rico a colony of the United States.

1917 Congress passed a law giving United States citizenship to the people of Puerto Rico.

1947 United States Congress granted Puerto Ricans the right to elect their own governor.

Puerto Ricans, through immigrants, are different from other immigrants to the United States, for Puerto Ricans are Americans coming from one part of America to another.

1952 Puerto Rico became a Commonwealth. This means Puerto Rico is part of the United States. In its own affairs it is self-governing just as a state is. Puerto Ricans in Puerto Rico cannot vote for the President of the United States and they have no vote in Congress, but Puerto Ricans on the mainland (in the United States) have the same voting privileges as any citizen of the state in which they live.

The Puerto Rican ethnic/cultural group is a mixture of European, Indian, and Black ethnic groups.

The island of Puerto Rico with its 2¾ million inhabitants is about half the size of the state of New Jersey.

The native tongue of Puerto Rico is Spanish, however, English is now being taught in schools as a second language.

There are about one and a half (1½) million Puerto Ricans on the mainland and about half (½) million in New York City alone.

There is a continual flow of Puerto Ricans back and forth between the island of Puerto Rico to the mainland. This is influenced by the availability of jobs.

By the mid 1950's, as many as 75,000 Puerto Rican immigrants came to the mainland each year. Many were farmers who became seasonal farm workers on farms in the eastern United States - New Jersey and New York states. Others came from Puerto Rican cities - many of these city dwellers were skilled and very qualified workers. Some of these Puerto Ricans found jobs in the clothing industry, steel industry, hotels and restaurants, food processing plants, electronics, and optical and surgical industry.

LESSON: RUSSIAN AMERICANS

General Objective:

To assist students in developing understanding of Russian Americans and their contributions to the United States of America.

Selected Activities:

Primary - Intermediate

1. Show students the film "The Strollers," by The Moiseyeu Dance Company, then students may discuss it and write stories and draw pictures describing what they learned from it. Students may also do map study to locate Russia.

2. Have students locate where most Russian Americans live in the United States and note the kinds of work they do.

3. Have students collect pictures and newspaper and magazine articles on the American girl who went to Russia in 1983. They may write letters asking her to tell them about her visit to Russia.

Upper Elementary - High School

1. Have students view film mentioned above and then compare and contrast Russian dance and music with that of other countries studied.

2. Have students read Russian folktales and fairytales then compare them with Chinese-American or Polish-American tales. They may also discuss what the tales tell about Russian-American culture.

3. Have students locate Russia on the map, compare its size and population with that of the United States.

4. Have students do individual or group research and write reports on the following:

   Government of Russia
   People
   Economy
   Russian music and art

5. Have students do research on defection from Russia. They may read newspaper and magazine articles on people who have defected in recent years. They may note reasons for defection to the United States.

6. The first Russians to come to the Americas settled in Alaska as fur traders.

a. Students may do research in the library on the state of Alaska and discuss the role of the Russian immigrants in the development of Alaska.

Russians first came to the United States in great numbers in 1890.

b. Students may investigate and write a brief essay on the Russian immigrants to the United States in 1890, discussing their reasons for coming, their social and educational level, and the skills they brought.

After the Russian Revolution in 1917, a different type of Russian immigrant came to the United States.

c. Students may do research in the library and write a brief essay describing the Russian immigrants who came to the United States in 1917 and their reasons for coming.

7. The following Russian Americans have made significant contributions to our American sociaty. Students may investigate and write a brief biographical sketch on each:

Igor Sikorsky	Maria Kurenko
Boris V. Sergievsky	Feodore Chaliapin
Alexander de Servsky	Gregory Ratoff
Sergei Rachmaninoff	Eugene Leontovitch
Ossip Gabrilowitch	Nicholas Roerich

Students may make a classbook of news articles, magazine articles, etc., on outstanding Russian Americans or persons of Russian descent in America.

8. Students may be encouraged to read the book, The Russians in America, Minneapolis: Lerner Publications, 1973, by Nancy Eubank. They may then discuss with class things that interested them most about the book.

Outstanding Russian Americans

College Professors

M. T. Flaninsky - economics
Alexander Petrundevich - zoology
G. V. Vernadsky - history
Michael Kanpovich - history
S. Menkin - physiology

Music and Art

Sergei Rachmaninoff - pianist and composer
Ossip Gabrilowitch - composer
Alexander Zilatti - conductor and composer
Feodore Chaliapin - bass
Mario Kurenko - soprano

Igor Sikorsky - one of the foremost aeroplane builders in the world.

Boris V. Sergievsky - has established several flying records for various types of aeroplanes.

Alexander de Seversky - books, articles, lectures, and radio talke contributed greatly to the awakening of military and civilian "airmindedness" in America.

Nicholas Roerich - founder of the Roerich Museum in New York City.

LESSON: VIETNAMESE AMERICANS

The Vietnam War was a source of great controversy in the United States and has painful memories for most adult today. As a result of the war, a large number of Vietnamese have migrated to this country. Although some students might have heard their parents and other adults discuss the war and the implications of it, most of them do not fully understand its cuases and effects. Misunderstanding or lack of understanding may cause them to develop negative attitudes towards the Vietnamese Americans. It is hoped that this lesson will assist students in understanding and appreciating Vietnamese Americans.

General Objective:

To help students develop understanding of and sensitivity to the plight of Vietnamese who fled their country to settle in the United States; and to acquire understanding and awareness of the Vietnamese culture and their cultural contribution to the United States.

Selected Activities:

Primary - Intermediate

1. Encourage students to talk or write about their experience when they moved from one home or place to another. Let them discribe their feelings about leaving friends, family or pets, and also how they felt about making new friends in the new neighborhood and school. Following this, discuss with them why the Vietnamese children had to leave their homes in Vietnam.

2. Have a Vietnamese parent or adult visit class and talk to children about Vietnam. Topics could include: life in Vietnam before war, houses, schools, foods, games children play, holidays. Older children could interview Vietnamese people and then make oral reports.

3. Have children talk or write to Vietnamese children here about the things they like or dislike about America, and the differences and similarities between the two countries.

4. Have children write letters of welcome or make welcome cards for Vietnamese children in their classroom or school.

5. Plan a unit around kinds of work the Vietnamese do here, where most of them live and the contributions they are making.

6. Create a learning center around Vietnamese clothing, food, manners, and special holidays.

7. Have children write a short story or poem about a person from Vietnam.

Upper Elementary - High School

1. Have students "discover" Vietnam by locating it on the atlas or globe, then study the map of Vietnam noting the cities, rivers, mountains, its size and neighbors, and North and South Vietnam. Let them identify the area/areas from which the Vietnamese Americans came.

2. Have students locate and read articles in old news magazines (such as Time and Newsweek), dealing with the war in Vietnam to give oral or written reports on questions concerning causes of the war, how and why America got involved, the effects of the war on Vietnamese and also on American people (including the veterans of the war), the number of Vietnamese in America, where most of them have settled and the kinds of jobs they do.

3. Have students interview Vietnamese as well as Americans to obtain different viewpoints and attitudes, read old newspapers and magazine articles and recent books on Vietnam. Let them write a brief description of the Vietnam War as they think it should appear in the history books.

4. Develop task cards and guide students to discover the following differences and similarities between Vietnamese and American culture with reference to: celebrations, greetings, manners, family relationships, affection, dating and courtships, philosophy of life, concept of time, and cooking and eating. (An excellent resource is "Understanding Cultural Differences Between American and Vietnamese," compiled by Nguyen Kim Hong. Board of Education of the City of New York.)

5. To help students get a feeling for some of the problems that the Vietnamese face when they came here, invite Vietnamese Americans to relate their experiences. Students could then react to this by writing a creative essay on "My Life as a Vietnamese Immigrant" or "I Am One of the Boat People."

6. Guide Students to research and discuss contributions of Vietnamese Americans to America.

7. Have students explore their communities to find out how many Vietnamese live there and the types of work they do; then write a summary of their findings.

8. Invite Vietnamese American(s) who have become proficient in English to explain the differences between Vietnamese and English. He/she may also be asked to talk about difficulties encountered in learning English and how the inability to speak English affected relationships with English-speaking Americans, getting jobs, or the types of jobs they were able to get. Was the United States what they expected it to be? Why or why not?

   Students could subsequently be asked to write a story or a play depicting themselves in a foreign country not knowing the language of that country. They may indicate difficulties and coping strategies which they would use to survive.

9. Have students write an explanation of Paine's and Benet's statements (see beginning of overview), and state how they relate to the Vietnam War, and

specifically to the Vietnamese Americans. Students could also be encouraged to collect similar statements or proverbs, for example, The Golden Rule.

10. Have students do research on the various religions in Vietnam and the importance of religion in Vietnamese culture.

LESSON: WEST INDIAN AMERICANS

General Objective:

To help students gain understanding of, and appreciation for, West Indian Americans.

Selected Activities:

Primary - Intermediate

1. Map study. Have students note on the map of the world the location of the West Indian islands. They may note the ones closest to the United States, the largest and smallest, the airports on the islands and the American airlines which go there. They may study the definition of the word "island" and note the body of water that surrounds the islands.

   The teacher may provide map/maps of the West Indian island and have students put in the above.

2. Have students listen to or read West Indian folktales and stories and compare them with Afro-American folktales.

3. Plan a unit around the climate, food and people of the West Indies.

4. Have students interview West-Indian Americans in their community or invite them to visit class to talk about life in the West Indies.

5. Guide students in studying the history of Marcus Garvey, (a famous Jamaican) and his contribution to AFro-American culture.

Upper Elementary - High School

1. Exercise #1 under "Primary - Intermediate" may be adapted for these levels. Students may also note the kinds of governments, economy and exports of each of these islands.

2. a. Have students draw the map of Grenada and put in the mountains, chief cities, the airport and the main sea ports.

   b. Encourage students to collect newspaper and magazine articles on American involvement in Grenada. Students may prepare debates on whether or not the United States should or should not have become involved.

3. Have students write report on the West Indian leaders who helped America in the Grenada crisis and why they helped.

4. Ask students to prepare a panel discussion on the ideas and activities of Marcus Garvey and the Universal Negro Improvement Association. Students may note his contribution to Afro-American history.

5. Have students do research of Bob Marley and give report on his life and music. Students may play some of his records as part of their presentation. Students may also compare his music with that of outstanding Afro-Americans.

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Bowes, Elmore. The Trials of David Clark. New York: Hill and Wang, 1970.

Campbell, Camilla. Viva la Patria. New York: Hill and Wang, 1970.

Cardenal, Leo. Return to Ramos. New York: Hill and Wang, 1970.

Carter, Mary Kennedy. On to Freedom. New York: Hill and Wang, 1970.

Figueroa, John. Antonio's World. New York: Hill and Wang, 1970.

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Foster, Ed. Tejanus. New York: Hill and Wang, 1970.

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AUDIO-VISUAL MATERIALS

Films and Filmstrips

All the Way Home. Producer/Distributor: Fellowship of Reconciliation, Nyack, N.Y., 1964.

Ain't We Got a Right: Life and Ministry of Dr. King from Montgomery to Memphis

Covers the entire ministry of Martin Luther King, Jr. from his beginning residence in Montgomery until his assassination in Memphis.

44 minutes, black and white (Secondary, Adult)

American Indians and How They Really Lived

The exiciting story of American Indian life is presented here with special emphasis on special concepts, customs, regional and tribal ways of life of various tribes.

8 filmstrips (Elementary and Early Secondary)

American Negroes

Provides children with an important introduction to the history of the American Negro.

8 filmstrips (Elementary)

Bill Cosby on Prejudice

Acting the role of an interviewee on a fictional talk show, Bill Cosby sarcastically expresses the prejudices and stereotypes generally held about Jews, Japanese, Puerto Ricans, Indians, Scots, Irish, Negroes, and women. A very provocative film presentation.

25 minutes, color (Upper Elementary to Adult)

Black Hero

In a range of poetry, stories, nonfiction, and drama, a focus on ideals and men and women who fight for what they believe in: a statesman ... a little girl ... a ball player ... a school principal. Includes writing by Paul Laurence Dunbar, Ossie Davis, Gordon Parks, Julius Lester, and Alice Childers.

Book with recording (10th Grade)

Chicano. Distributor: BFA Educational Media, Monica, California, 1971.

Children of the Fields. Producer: Bobwin Associates, Inc. Distributor: Xerox Films, Middletown, Conn.

Daring Black Leaders

Contains 30 biographies of some of today's most famous Black American Leaders.

Dairy of a Harlem Family. Producer/Distributor: Indiana University Audiovisual Center.

Ethnic Studies: The Peoples of America

Includes filmstrips and cassettes covering the culture and contributions of every principal minority group in America.

(Senior High, Adult)

Family Life in India: Ten of Us

12 minutes, color (Elementary)

First World Festival of Negro Arts

20 minutes, color (Secondary, Adult)

Geronimo Jones. Producer/Distributor: Learning Corporation of America, New York, N. Y.

A very good film about an Indian boy's search for identity and attempt to function successfully within two cultures.

Guilty By Reason of Race. Producer/Distributor: NBC Educational Enterprises, New York, 1972.

How the West Was Won . . . and Honor Lost. Producer/Distributor: McGraw-Hill Textfilms, New York.

I Am Joaquin. Distributor: El Teatro Campesino. San Juan Bautisa, Calif., 1970.

Immigration: The Dream and the Reality. Producer/Distributor: Schloat Productions, Tarrytown, N. Y.

6 color sound filmstrips

Indian Artists of the Southwest

20 minutes, color (Secondary, Adult)

Indian Cultures of the Americas. Producer/Distributor: Encyclopedia Britannica Educational Corporation, Chicago, IL.

6 color sound filmstrips

Indian Heritage

Explores Indian crafts, love, homelife, traditions and history.

6 color filmstrips (Elementary and Intermediate)

Island In America. Producer/Distributor: Anti-Defamation League of B'nai B'rith, New York, N. Y.

La Raza: A History of Mexican-Americans. Producer/Distributor: Milti-Media Productions, Inc., New York, N. Y.

24 sound filmstrips

Living Together in America

Covers the United States: (I) People, (II) Contributions, (III) All Americans.

(Elementary)

Martin Luther King, Jr.: A Man of Peace

29 minutes, black and white (Secondary, Adult)

Men from Earth

Explores the different groups that make up mankind, providing information about geographical origins of mankind and their cultural background.

1 color filmstrip, 1 recording 33 1/3 rpm (Intermediate, Jr. and Sr. High)

Minorities Have Made America Great. Producer Distributor: Schloat Productions, Tarrytown, N. Y.

12 color sound filmstrips in two sets

Negro History Since 1945

(Secondary)

Nisei: Pride and the Shame. Distributor: Japanese American Citizenship League, Los Angeles.

Puerto Rico: Showcase of America

18 minutes, color (Elementary, Junior High)

Pursuit

Deals with the Negro Civil Rights Movement (1954 - 1969).

(Junior and Senior High)

Relocation of Japanese-Americans: Right or Wrong? Distributor: Social Studies School Service, Culver City, Calif., 1971.

Study in Color

28 minutes, black and white (Secondary, High School)

The American Indian Speaks. Producer/Distributor: Encyclopedia Britannica Educational Corporation, Chicago, 1973.

The Chosen People. Distributor: Anti-Defamation League of B'nai B'rith, New York, N. Y.

The Color of Man

An instructional program exploring scientific historical facts about human color.

(Intermediate, Junior High)

The History of Black America

A comprehensive, compact history of the Black in America, his struggles, his contributions, and his goals.

8 filmstrips, 4 cassettes (Intermediate, Junior and Senior High)

The Japanese Americans: An Inside Look. Producer/Distributor: Japanese American Curriculum Project, San Mateo, California.

The Loon's Necklace. Producer: Crawley Films Limited; Distributor: Encyclopedia Britannica Films, Inc., Chicago, IL.

Transparency

American Indians

Lives and accomplishments of a multitude of Indian tribes.

(Secondary)

Individual Cassette Learning Package

Building

Eight individualized cassette learning packages on the contributions of Blacks, Germans, Indians, Irish, Italians, Japanese, Jewish, and Spanish people who helped build America.

(Intermediate, Junior High)

American Indian

An instructional program based on the stories of three important periods in the American Indians' fight to retain their land, their traditions, and their dignity. The individual stories center around the actions of particular Indian leaders.

American Indians - Yesterday and Today

Presents an overview of the histories, life styles, social structures, achievements, and hopes for the future of American Indians.

Black Contributors to American Culture Series

A recorded series describing the contributions of Blacks in art, government and human rights, in music and in science.

Black Perspectives

A variety of perspectives on the world 12th grade students are getting ready to meet on their own. Writers include Arna Bontemps, Dudley Randall, Ted Poston, Charlie L. Russell, and Claude McKay.

(12th Grade)

RESOURCES FOR MULTILINGUAL/MULTICULTURAL APPROACHES TO TEACHING

Society for Visual Education. La Bibliotica de la Escuela Elemental. Filmstrip and cassettes for grades 3-6; appropriate audiovisual equipment.

Society for Visual Education. Stories from the Old West. Filmstrip and cassette for grade 6; history of the old west.

Society for Visual Education. The American Indian Before Columbus. Filmstrip and cassette for grade 6; American Indian history before Columbus.

Spanish Language Multimedia, Inc. Ciencias de la Naturaleza. Textbook for grades 1-6; science, sequential and topical.

Spanish Language Multimedia, Inc. Cien-Descrubamos el mundo Presolar. Textbooks for grades 1-4; sequential.

Spanish Language Multimedia, Inc. Mecanografia 100, and Mecanografia 100, Practicas Secretariales. Textbook and workbook for grade 8; drill.

Spanish Language Multimedia, Inc. Mi Primer Diccionario Bilingual Edition. Textbook for grades 1-6; vocabulary builder.

Telefact Foundation. The Original Constitution of the State of California 1849 and El Trato de Guadalupe Hidalgo 1848. Softbound texts for grades 5-8; social science.

ADDITIONAL MULTICULTURAL RESOURCES

Folk Crafts for World Friendship, by Florence Temko. Contains instructions for making items from around the world.

Folk Toys Around the World: And How to Make Them. This includes history and complete instructions for making toys from 22 countries.

Sing, Children, Sing. This includes music with original words and translations. Includes 35 songs, dances, and singing games from 34 countries.

UNICEF Wall Calendar (1979). This colorful 32-page calendar has a child's painting on each page. More than 400 holidays are listed on the calendar with 24 described in detail.

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Asia Society, 112 East 64th Street, New York, NY 10021. Asia: A Guide to Basic Books, a list of basic books on Asia.

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Free Library of Philadelphia, 19th and Vine Streets, Philadelphia, PA 19103. To Be Black in America, a bibliographic essay arranged in broad categories; materials included suitable for use by junior and senior high school students, (free).

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